

Committee Name:
Joint Committee – Finance
(JC–Fi)

Appointments

99hr_JC–Fi_Appt_pt00

Committee Hearings

99hr_JC–Fi_CH_pt00

Committee Reports

99hr_JC–Fi_CR_pt00

Clearinghouse Rules

99hr_JC–Fi_CRule_99–

Executive Session

99hr_JC–Fi_ES_pt00

Hearing Records

99hr_ab0000

99hr_sb0000

Misc.

99hr_JC–Fi___Misc___s.13.10_pt14b2

Record of Committee Proceedings

99hr_JC–Fi_RCP_pt00

Sen. Burke

To: Jt. Cmte. on Finance members....

FROM LAST FRIDAY'S

JT. FINANCE CMTE.

IN MILWAUKEE.

MPS BUDGET PROBLEMS: BACKGROUND

MILWAUKEE JOURNAL SENTINEL

WEDNESDAY, MAY 24, 2000 — FINAL EDITION NORTH — WWW.ONWISCONSIN.COM

MPS hearing becomes shouting match

Proposed budget cuts trigger outbursts, shoving to get into meeting

By JOE WILLIAMS
of the Journal Sentinel staff

Anger over budget-driven cuts proposed for popular programs and staff turned a Milwaukee Public Schools budget hearing Tuesday into an extended shouting — and even shoving — match involving parents, teachers and district staff.

At one point, a group of parents and teachers wrestled with MPS security guards outside the auditorium where the hearing was held on the district's \$972 million budget.

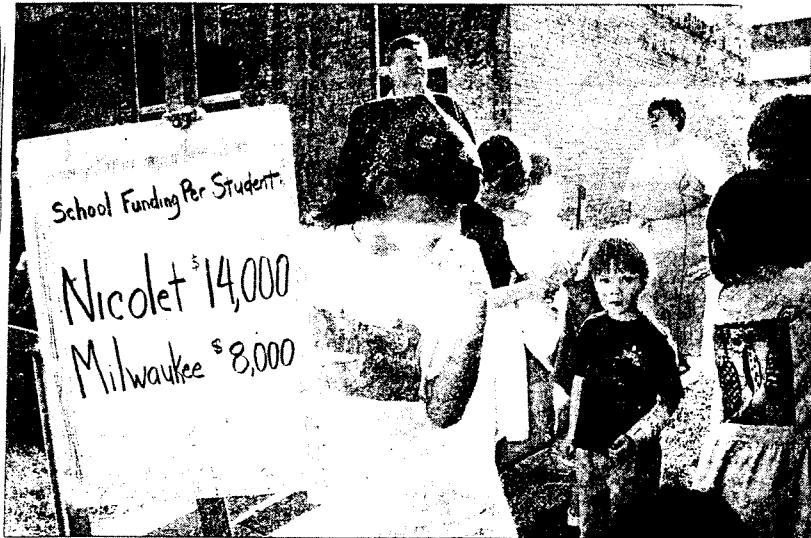
At another point, a teacher became so emotional her microphone was cut off, and she began haranguing the crowd on the subject of reformulated gas.

Several hundred people attended the hearing — the last before the School Board begins voting on budget amendments — and an outdoor rally and news conference sponsored by a collection of education groups beforehand.

As the crowd was making its way into the MPS auditorium, 5225 W. Vliet St., MPS security guards attempted to limit the number of people entering the room to its official capacity under city fire code limits.

What started as shoving and blocking between the guards and some people who were trying to enter escalated to a heated confrontation after the crowd that was already inside started chanting "Let them in."

"Everyone should see what is happening," yelled Robert Peterson, a teacher at La Escuela Fratney. "They are treating parents rudely."



JACK ORTON/STAFF PHOTOGRAPHER

Denise Vick, 9, protests with her family against MPS budget cuts Tuesday in front of the Milwaukee Public Schools Administration Building, 5225 W. Vliet St. The rally, held before the School Board hearing, was organized by the Milwaukee Teachers Education Association, Milwaukee Innercity Congregations Allied for Hope, School Councils Organized for Progressive Education, Parents United for Public Schools, Wisconsin Citizen Action the PTA and others.

MPS/Emotions high at hearing

The wrestling match, which lasted for several minutes while members of the crowd continued to yell at security guards and police, ended without any arrests or serious injuries but set the stage for a long hearing marked by persistent shouts from unhappy audience members.

At one point, the School Board had to call for a recess after audience members began shouting because board members John Gardner and Charlene Hardin had temporarily left the stage. Superintendent Spence Korte also was not on the stage at the time.

"Let's get the board members

Please see MPS page 12

out on the floor," one man shouted. "We know where you live," shouted another.

"Be quiet and let the people talk," board member Warren Braun shot back, throwing his glasses on the table in front of him.

People wishing to speak waited in the hallway outside the auditorium and in the building's cafeteria, which had sound from the hearing piped in.

"In my 37 years here, I've never seen a display in this auditorium that matches the one we've seen tonight," Ross Torsrud, a retired teacher and volunteer at

Walker Middle School, told the board. He said he blamed Korte for not anticipating the huge size of the crowd.

By the time things calmed down, parents and teachers spoke for several hours about a budget that included \$32 million in cuts to existing programs. The cuts were made necessary by costs that are rising faster than the money coming in.

The most common complaints dealt with cuts to arts and music, school librarians, teenage mother programs, special education and school staff positions. Several others complained about private school choice, which is supported by several board members.

The emotional level of the hearing was fed partly by the new way the district's budget was crafted this year, with parents and teachers in local school councils having to make the tough decisions on what to do with limited funds.

One teacher, Mary Galinowski, became so emotional that she turned to face the audience after school officials turned off her podium microphone, and began screaming about the dangers of reformulated gasoline.

"The chemical is now poisoning the water in Racine," Galinowski shouted to a confused audience.

A long list of other speakers focused their comments on the effects of the 2001 school budgets on the quality of education in the district. Many asked the School Board for its help in getting more resources from the state.

"It is shameful that our greatest resource, our children, are getting shortchanged," said Steve Chojnacki, an MPS parent and library/media specialist at Phillis Wheatley Elementary School.

Karen Royster, an MPS parent and director of the Institute for Wisconsin's Future, said her analysis of the district's budget showed a loss of about 195 full-time positions for the coming year: 98.7 teachers; 25.25 administrators; and 71.32 support staffers.

The analysis notes that those numbers do not include the 193 teacher positions that will be added under a state-funded smaller class size initiative. Royster emphasized that those positions are for a specific purpose and will be concentrated in early grades only.

"We're saying that the budget is unacceptable," said Deborah Epps, chairwoman of School Councils Organized for Progressive Education.

The school budget hearing has become an annual springtime event in MPS, as the district has spent the past several years working under state-imposed spending limits that limit the growth in spending to less than the district's costs rise each year. This year the "structural" deficit was \$32 million; last year it was \$28 million.

To celebrate the event, the Milwaukee Teachers Education Association set up a hospitality tent outside their offices across the street. A band played for those who attended and food was served.

Before the hearing began, Board President Bruce Thompson said once the 2000-'01 budget was completed, the district needed to address the problems caused by revenue levels and rising costs.

Thompson said some of the contracts with employee bargaining units were "insupportable."

"We cannot continue to have the cost of employees rise at twice the rate of revenues," Thompson said to catcalls from the audience.

"Your two minutes are up," one man in the audience shouted, mocking a rule that limited each speaker to two minutes.

At the rally before the hearing, the group MICA (Milwaukee Innercity Congregations Allied for Hope) and other organizations called on the district to dip into its \$75 million reserve as a short-term solution to address the \$32 million structural deficit.

District budget officials said tapping the reserves could lead to the district into bankruptcy.

But several speakers said the district should use the reserve funds now, and then work with other districts around the state to eliminate the state-imposed revenue caps.

MPS Budget Cut Fact Sheet

A. Staffing Changes

Central Office budget documents show a loss of 195.27 full-time equivalent positions in the coming year from all schools:

- 98.7 teachers,
- 25.25 administrators and
- 71.32 support staff.

This does not include the new positions funded through the SAGE program to reduce class size for kindergarten through third grade. Approximately 193 new teachers will be hired under SAGE.

- 1) **18 High schools** lost a total of 49.8 FTE teachers and 22 administrators while gaining one support services staff.

Because a large number of eighth grade students are unable to pass their proficiency exams, funding for 41.49 positions is proposed to provide special assistance to the freshman students to achieve basic proficiencies. These positions will not be assigned until the registration of all freshman students is completed. Moreover, like SAGE, these staff positions are designed solely to work with marginal 9th graders to improve basic skills.

- 2) **Middle schools** show an increase of 9 teachers, a loss of 5 administrators and 3 additional support services staff.
- 3) **Elementary schools** show a loss of 60 teachers (not counting SAGE) and 86 support service staff.

B. Programmatic Changes

Overall, 82 programs were eliminated, 105 were reduced and 28 were increased (primarily in elementary and K-8 schools.)

The programs reduced and eliminated due to budget cuts include core academic areas, support services for at-risk and special needs students, the arts (music, theatre and visual mediums) as well as safety and extracurricular activities.

Table 2. MPS Program Changes by School Level

	Program Increase	Program Reduction	Program Elimination
Elementary Schools	15	32	15
K-8 Schools	8	14	0
Middle Schools	2	14	0
High Schools	3	57	67
TOTAL	28	105	82

Significant **reductions** are occurring in art, music, reading and library services, counseling, nursing services, extracurricular programs, safety, general academic programs, computers and special need services.

Program **eliminations** are concentrated in Foreign Languages, Special Education services, and Drivers Education.

At the high school level, the vast majority of schools are eliminating Drivers Education and School to Work Assistance for special education students. Approximately one in three are eliminating foreign languages, special computer programs as well as health, counseling and speech therapy.

One in five elementary schools are reducing counseling, nursing and arts program.

It is impossible to know the full impact of the \$32 million shortfall because the budget planning is still in process. But, it is clear that schools are losing substantial numbers of teaching, administrative and staff positions at a particularly difficult time:

- Demands for high performance standards are increasing the requirements for intensified teaching efforts. The staff cuts increase class size, eliminate time for team planning and cooperation and reduce educational resource positions.
- Decentralization is placing new administrative pressure on individual schools to secure and monitor a wide range of services. The loss of assistant principals and management positions makes this process less viable.
- The need for community and parent involvement in the neighborhood school initiative necessitates greater outreach, mailings, communication and responsiveness between the schools and its stakeholders. Front office staff carries the brunt of this effort and the clerical cuts will lessen schools' capacity.
- The increased number of at-risk and special needs students in the MPS system should be met with expanded counseling, safety, employment transition and other support services. The decrease in staffing leaves schools vulnerable to legal suits resulting from inadequate services.

Milwaukee Public Schools 2000-2001 Budget Reduction Program Impact Summary

The following analysis is based on the "Programmatic Change Sheets" that MPS principals submitted with their 2000-01 budgets to the central administration.

It includes:

- 101 Elementary Schools
- 20 Middle Schools
- 12 K- 8 Schools
- 19 High Schools
- 152 Total Schools

Major Anticipated Program Reductions and Eliminations

High Schools:

- 68% will reduce "Schedule E" or extracurricular activities, including before and after school programs, clubs, athletics and academic competitions. 32% of the high schools plan to eliminate one or more of these activities.
- Vocational programs for special education students will be reduced at 31% and eliminated at 26% of the high schools.
- 53% will eliminate Driver Education.
- 31% will reduce Advanced Placement course offerings.
- 31% will eliminate trade and technical programs.
- 37% will reduce guidance, social work and psychologist services.
- 21% plan to eliminate nursing services at their schools.
- The teen parent programs will be reduced at 26% and eliminated at 31% of the schools.

Elementary Schools

- The reading and library programs will be reduced next year at 26% of the elementaries, including programs geared toward bringing low readers up to standard.
- 17% will significantly reduce their music programs; 16% will reduce art programs and 11% will reduce physical education..
- 24% will reduce their guidance, psychology and social work services. Three of these schools will eliminate one of these all together.
- 12% will reduce therapy and diagnostic services for special education students.

Note: The middle and K - 8 schools did not anticipate significant reductions and eliminations in programs

OVERVIEW OF MILWAUKEE SCHOOL FINANCE ISSUES

I. Background

- a. The Milwaukee tax base for public education has been radically reduced due to the close down of manufacturing businesses and the loss of 50,000 jobs over the period from 1975 to 1995. The property wealth base has decreased to \$155,185 per child compared to the state average of \$258,000.
- b. In Milwaukee Public Schools – in ten years from 1988 to 1998 – there has been a **30% increase in poverty, a 53% increase in students with special needs** and a 64% increase in students with limited English proficiency.
- c. During this same period, school spending increased by only **4.5% in Milwaukee**, while in the suburban districts where there was minimal growth in the population of low-income and special need students, **suburban spending increased by 28%**.
- d. In 1994, the state imposed revenue limits (also known as spending caps) on all school districts which froze district revenues at the 1992-93 level except for a \$216.2 per pupil increase each year except by referendum. Referendums have become more difficult to pass as the number of families with school age children decreases. Currently, less than 25% of Milwaukee voters have children in school.

While many analysts have touted the huge increases in spending at MPS, at the high school level from 1993 to 1999, per pupil spending, adjusted by inflation, has increased by only \$180 per pupil over the six-year period.

Per pupil allocations appear to rise 61% from 1993 to 1999, but this is an illusion. The increase in allocations is offset by several factors, including:

- The transfer of costs from central office to the individual schools. In 1996, each school appears to receive a \$2 million dollar increase per school. This is in fact the cost of staff health insurance, which has been moved to the school. Actual Increase – 0.
- While special need student enrollments have increased at the high school level by an average of 38%, state allocations for students with exceptional needs have dropped. Expenditures for services in the schools for special need students must be deducted from other programs exacerbating the chronic shortages.



Enrollment and Transportation

In an effort to answer questions posed by MPS parents and community members since MPS's release of its *Final Report* on the Neighborhood Schools Plan, the items below review and discuss several aspects of the enrollment and transportation policies proposed in the *Final Report*.

Fact: The state legislation that outlined the Neighborhood Schools Initiative (NSI) had no aim to end all busing in the City of Milwaukee. Rather, the Legislature directed MPS to examine its options for (1) *reducing* the \$58.1 million that MPS spent to transport more than 70,000 children each day during SY1999 by (2) *providing neighborhood school seats* for children in grades K-8 who live in those areas of the City where existing school capacity is most out of balance with the number of school-aged residents.

Fact: In the 28 most overcrowded elementary attendance areas and 6 most overcrowded middle school attendance areas that have been the principal focus of NSI, families often have no practical opportunity to attend the neighborhood school. Time after time during the past nine months of community outreach, parents from these attendance areas have shared with the NSI project group the frustration of going to the nearby MPS school in the late spring and summer months to register a child—only to be told that the school is full and that the child must ride a bus to attend classes elsewhere. In these neighborhoods and in these circumstances, MPS parents have been denied their first choice of school. In other instances, parents have said they enroll their children in schools outside their neighborhoods—or outside of MPS—because MPS's attendance area schools lack important programs like full-day K4 programming, or because bus transportation itself satisfies an important family need.

The Neighborhood Schools Initiative aims to provide both the school space and the programming that will help to make the neighborhood school a viable option—indeed, the school of choice—for MPS families.

To achieve this goal, the *Final Report* sets forth a broad range of recommendations, including suggestions that MPS build, renovate, lease, and convert space to provide new neighborhood school capacity. **Altogether, the *Final Report's* recommendations create 11,080 new neighborhood school seats.** Almost 7000 of these seats (approximately 6890) will serve grades K-5 and the remaining number (approximately 4190) will serve grades 6-8. **At least as important as these building projects, though, are the *Final Report* recommendations that MPS also do the following:** (1) modify the District's existing enrollment policies in a way that will give children within a school's attendance area a very strong preference in that school's enrollment (including, for example, by guaranteeing a seat to any child who selects his or her neighborhood school as first choice during the January registration period), and (2) focus on programs that are aimed at addressing the needs for full-day K4 and K5 programs, before- and after-school care, bilingual education, and other programs that parents have said they need to make a neighborhood school attractive.

Fact: While it contains many suggestions aimed at making the neighborhood school the school of choice, the *Final Report* does not recommend that any family be required to select a neighborhood school. In fact, the *Final Report* not only preserves a considerable amount of choices for all families, but expands those choices. Each elementary school child in the District will, for example, continue to have the following choices: (1) the child's attendance area school; (2) any other non-citywide school within the child's transportation region; and (3) any citywide specialty school (listed on page 75 of



the *Final Report*. In addition, each elementary school child in the District will also have these additional choices: (4) any neighborhood specialty school (listed on page 76 of the *Final Report*) with an enrollment preference radius that includes the child's residence; (5) any other neighborhood specialty school that has available space; and (6) the Montessori specialty school (listed on page 77 of the *Final Report*) for the region that includes the child's residence. In each of these instances, the child will continue to be eligible for transportation according to MPS's transportation policies.

Finally, each elementary school child will also have a brand new school choice under the new program of Intradistrict Open Enrollment that the Plan recommends—that is, (7) the choice of any other elementary school in the District (attendance area, neighborhood specialty, citywide specialty, or Montessori specialty), provided that space exists for the student in the selected program. In this instance—as is generally the case in *interdistrict* open enrollment programs around the state—enrollment would require that the student be privately transported.

Fact: The *Final Report* does not recommend curtailing transportation to a student who has special curricular requirements that cannot be met by the offerings available within that student's existing transportation region. Qualified students will continue to receive transportation to special needs, bilingual, and ESL programs.

Example: Under existing MPS policies, a student with no special curricular needs who lives in the Clarke Street Elementary School attendance area in the spring of 2001 could enroll in—and, subject to existing MPS transportation policies, receive bus transportation to—any one of the following: (1) Clarke Street school; (2) any of the 20 other elementary schools located, like Clarke, in MPS's blue transportation region; (3) any of the 22 continuing citywide specialty schools to which the child might be admitted. All enrollments would be subject to available space, however—and, in SY1999, there were 1435 K-5 students living in this attendance area, with space available at Clarke Street for only about 520 of them.

Under the transportation and enrollment policy recommendations set forth in the *Final Report*, that same child would have the following choices: (1) Clarke Street school, where the child would be assured a seat if the child selected Clarke as first choice during the January registration period; (2) any of the 20 other elementary schools located in MPS's blue transportation region; (3) any of the 10 citywide specialty schools to which the child would be admitted; (4) any of the neighborhood specialty schools lying within the radius preference that the *Final Report* recommends, where the student would have an enrollment preference; (5) any of the remaining neighborhood specialty schools (including the new year-round programs at Hawthorne and River Trail Elementary Schools and the new gifted and talented program at Victory School, as proposed by the *Final Report*); (6) the Montessori specialty school at which the child would have an enrollment preference (probably MacDowell), as well as any of the other three Montessori specialty schools (Craig, Fernwood, or Maryland Avenue) to which the child would be admitted; and (7) any other elementary school in MPS, subject to space availability.

Under these recommendations, the hypothetical child would have at least as many choices as exist under current MPS transportation and enrollment policies. Far more importantly, however, the child would enjoy several enrollment preferences that would make several of the most attractive choices—including both the neighborhood school, the nearby neighborhood specialty schools, and at least one Montessori specialty school—much more accessible.

Source: MPS *Neighborhood Schools Plan Final Report*, Section 8 ("Replicating Successful Programs for Neighborhood Schools"), Section 13 and Appendix F ("Transportation and Enrollment Policies").





Paying for the Neighborhood Schools Plan

Fiscal Impact of Neighborhood Schools Plan

General Comments:

- The Neighborhood Schools Plan calls for capital expenditures of \$98.4 million, for which the district can utilize its borrowing authority under the Neighborhood Schools Initiative. All new operating expenses resulting from the plan will be financed with transportation savings and other changes in district operations. The district will use no borrowed funds for operational expenses.
- The Neighborhood Schools Plan uses innovative approaches to meet the needs of Milwaukee's children, without putting an undue financial burden on the district. All of the proposed efforts in the Neighborhood Schools Plan were analyzed and deemed financially feasible.
- As the Neighborhood Schools Plan is implemented and neighborhood school seats are added, the district is hopeful that more families will opt to remain in the public school system. However, if current declining enrollment trends continue, there may be a need to close or readapt existing schools in order to assure an optimal use of district resources. The Neighborhood Schools Plan does not propose any specific closures, but does propose objective closure criteria based in large part on costs, if the need arises.
- The proposed savings from the Neighborhood Schools Plan (from transportation and other policy changes) are roughly equal to all the anticipated costs of the initiative.
- A companion document to the Neighborhood Schools Plan has been published and is available to all interested parties. This document provides background information on how the fiscal impact of the plan was calculated.

Specific Costs to the district of the Plan:

A. *Costs not funded through borrowed proceeds*

- Transitional Cost— temporary cost to maintain excess capacity during implementation
- Conversion Cost — permanent cost of converting elementary schools to K-8
- Start-up Costs — moving and purchasing supplies for new or relocated programs
- All-day K4/K5 — net cost of schools in 28 target areas offering all day K4/5 programs
- Before/After School — net cost of 28 target areas offering extended day programs
- Establish Safety Plan — cost of providing additional crossing guards and safety vests
- Specialty, K-8, Bilingual — supplemental fund for programs w/ specific start-up costs
- Reduce Student Teacher Ratios- district supplement for SAGE/P5 in 28 target areas
- Prof. Services, Admin, Monitoring — cost to administer plan, monitor contracting, etc.
- Information campaign — efforts to inform parents of neighborhood options
- Payment for capital expenditures —bond repayment/direct payment of capital projects

B. *Capital costs to be funded through borrowed proceeds*

- Total capital expenditure — \$98.4 million
- Present financing strategy assumes a combined use of borrowed proceeds, interest earnings and Pay-as-you-Go financing to meet the capital construction needs of the project.



Specific Revenues Used to Fund Plan:

- Transportation savings – savings realized from reduced busing –phases in over 6 yrs.
- Reduced transportation revenue –revenue loss from decreased intradistrict busing
- Categorical funding – continued use of federal Title VI funds to support SAGE & P5
- Categorical funding – continued use of federal Title IV funds for Extended Day
- Revised K4 funding policy – savings from funding K4 on an FTE basis, like the State
- Include Outreach in K4 curriculum – additional state aid for K4 all day programs
- Technology Infrastructure – savings from completion of infrastructure wiring project
- Reduction in Maintenance Expenses – end of repayment of borrowed funds
- Reduction in Transitional costs – gradual reduction of transitional costs (see above)

Net Financial Impact:

- The district will be approximately 'net neutral' as a result of the Plan, as the proposed savings are roughly equal to the anticipated costs.
- However, the analysis fails to include the many non-financial benefits that the district is likely to realize as a result of its commitment to neighborhood schools. Increased parent and community involvement, improved academic achievement and greater safety all contribute to a positive "benefit-cost" bottom line for this Plan.

Source: MPS *Neighborhood Schools Plan Final Report*, Section 12 ("Financing the Plan"); Neighborhood Schools Plan Fiscal Impact Analysis and Background Documentation.





Metropolitan
Milwaukee
Association of
Commerce

Council of Small Business Executives

September 7, 2000

To: Joint Committee on Finance Members
From: Bill Reid, Director of Governmental Affairs

Re: Neighborhood Schools Initiative

As any good businessperson knows, a successful organization needs to identify its customers, their needs and wants, and then deliver. Whether a manufacturer, service company or institution like Milwaukee Public Schools, success is dependent upon that process.

As part of the Neighborhood Schools Initiative, MPS has identified its customers -- MPS parents, students and the community. The strong outreach efforts coordinated by the MPS school board and administration throughout the past eleven months have led to the development of a well-defined course of action for the future of education in Milwaukee.

In addition, the plan has undergone a rigorous financial analysis in an effort to ensure its viability as well as to meet the Legislature's intent to end forced busing.

This course of action will present major changes for Milwaukee Public Schools -- changes that will be good for students, good for parents, and good for Milwaukee's business community.

When your customers' needs or your business environment changes, businesses must adapt. MPS is embarking on a process that will literally change the way MPS operates. More importantly, it will drastically change and improve the educational product that has been offered to Milwaukee students for the last 20 plus years.

By talking with thousands of parents at focus groups, through mail and phone surveys, MPS has identified what parents want and MPS needs to be successful. Parents have asked for increased security at schools, coordinated childcare and schooling options, specialty schools and choice.

A strong and growing economy needs good schools to produce educated, motivated and skilled workers. And, businesses' recruiting efforts are helped by a quality school system in the community where our employees work and live.

It is important for the neighborhood schools initiative to move forward in order for the benefits of the plan to be available for Milwaukee's children and its future workforce.

756 North Milwaukee Street, Milwaukee, Wisconsin 53202

Phone 414-287-4100 Fax 414-271-7753



WISCONSIN CHAPTER
NATIONAL ASSOCIATION OF MINORITY CONTRACTORS



September 8, 2000

**National Association of Minority Contractors Wisconsin Chapter's
Support for the Proposed Milwaukee Public Schools' Neighborhood
Schools Plan**

The National Association of Minority Contractors – Wisconsin Chapter (NAMC-WI) is a chapter of the National Association Minority Contractors headquartered in Washington, D.C. with national membership throughout 46 states, the district of Columbia, Puerto Rico, and the U S Virgin Islands. The Association advocates the interest of approximately 50,000 minority businesses seeking greater participation in the construction and environmental industry nationwide.

Locally, NAMC-WI has been active in the promotion of opportunities for minority businesses and ethnic minority workers as it relates to the Milwaukee Public Schools (MPS) Neighborhood Schools Plan. In October of 1999 NAMC-WI challenged the MPS Board and Administration to create more effective processes for participation by our membership and minority businesses in general. With the culmination of the proposed plan, we believe MPS has provided a positive and progressive approach to inclusion of minority businesses and ethnic minority workers for the benefit of our community. MPS' outreach efforts and multiple meetings with our representatives and the inclusion of community based organizations in the process merits recognition and support from our organization. The report's statement on contracting, employment, and educational opportunities is an excellent platform for capacity building in our community. We view the stated goals as minimum targets and we are prepared to assist MPS with significantly greater achievements for the benefits of our minority school children.

We stand here today with strong community based partners and a sincere interest to implement this plan with full and positive support from our membership and the entire minority business community. We hope that the Wisconsin Legislative Finance Committee promptly moves this plan for immediate passage so that we can start to build schools in our neighborhood with people from our neighborhoods!

**Testimony Before the Joint Finance Committee
in Support of
MPS Neighborhood School Plan**

Submitted by

**Silver Spring Neighborhood Center
5460 N. 64th Street
Milwaukee, WI 53218**

September 8, 2000

For the past 42 years, Silver Spring Neighborhood Center has been serving the residents of the Westlawn Housing Development and the surrounding neighborhood on the Northwest side of Milwaukee in the 53218 zip code. The mission of Silver Spring Neighborhood Center is threefold. First, to help individuals grow socially, emotionally and academically to enable them to become self-sufficient, contributing members of society. Second, to preserve and strengthen families. Third, to strengthen the community by helping residents identify and achieve common goals.

Silver Spring Neighborhood Center has met this mission by working in partnership with community residents and in collaboration with many other agencies and institutions to offer the most comprehensive range of health and human service programs under one roof of any agency in the state of Wisconsin and one of the most comprehensive in the country. Since the early '70's, a hallmark of Silver Spring Neighborhood Center has been its openness to the development of effective collaborations with other providers in response to the interests, needs and strengths of neighborhood residents. Currently, more than 25 separate organizations provide on-site services at Silver Spring Neighborhood Center. Silver Spring Neighborhood Center has had several longstanding partnerships with Milwaukee Public Schools, including a partnership alternative middle school (15 years), a K4-K5 program (13 years), Summer Wraparound (2 years), Summer Stars (5+ years), and a Community Learning Center at John Muir Middle School (1 year).

The unique potential of the Silver Spring Neighborhood Center model lies in its interactive elements, which facilitate the delivery of comprehensive, collaborative, coordinated care to residents of a natural, geographically specific community. Community-based care means that Silver Spring Neighborhood Center is easily accessible to residents in the neighborhood, and community members are viewed as partners. Services are selected and designed to build on community strengths and meet community needs. Neighborhood residents serve on the Board of Directors, advisory committees, agency staff and act as volunteers. Comprehensive services include educational programs, health care, employment readiness, training, placement assistance and work experience, social support, social development, recreation, advocacy, community organizing, economic development, emergency services (e.g. food and formula pantries, clothing bank, commodities distribution, etc.) and more. Collaborative partnerships are formed with other service providers to utilize their expertise and to avoid costly duplication of services.

Collaboration includes joint program development, implementation, evaluation and funding. Culturally competent programs and services are ones which are sensitive to and respectful of the culture of the participants. Silver Spring Neighborhood Center staff receive ongoing training in cultural competence and are hired from the community whenever possible. Coordination of services is the key element in the Silver Spring Neighborhood Center model that differentiates it from other one-stop shops. Silver Spring Neighborhood Center doesn't simply present a smorgasbord of services all in one convenient location and expect that the maximum level of support for families will be achieved. Rather, Silver Spring Neighborhood Center staff deliver services in a coordinated fashion through an internal referral system. It is every staff person's job to form relationships of trust with their participants and to take on the role of coordinating multiple services to each participant and their family based on an assessment of the strengths, interests and needs of each participant and their family. Silver Spring Neighborhood Center is far from perfect in providing coordinated services in a truly seamless fashion, but it is further along this desired path than similar service providers.

The MPS Neighborhood School Plan demonstrates that MPS has a mission and philosophy similar to Silver Spring Neighborhood Center. It calls for the creation of *community-rich neighborhood schools* which will provide the opportunity for parents to be closely involved in their children's education and to more fully engage the entire community in building on the strengths and meeting the needs of children, youth and families. By design, these neighborhood schools will guarantee that parents, students, and residents have ownership, voice, access and active participation in a school's full operation.

The collaboration between MPS and Silver Spring Neighborhood Center will create a *full-service neighborhood school* with an expanded vision of support service goals linked directly to family self-sufficiency outcomes. As part of this vision, the full-service neighborhood school will consider the personal and social welfare of students as a requisite to meaningful engaged learning. Silver Spring Neighborhood Center acknowledges that children cannot effectively learn if they are hungry, ill, abused or facing problems at home. Through a close collaboration between MPS and Silver Spring Neighborhood Center and its other partnering service agencies, the full-service neighborhood school will aim to eliminate or reduce conditions and behaviors that impede a student's ability to learn, and to improve the quality of life for children and families.

The full-service neighborhood school model vision goes a step farther. Instead of merely dealing with problems on a crisis basis, school-linked services will focus on prevention and early intervention as well as positive youth and family development. This vision emphasizing youth development will help children and their families build competence, involvement, and connections to the larger community.

The full-service neighborhood school partnership between MPS and Silver Spring Neighborhood Center will commit to relentlessly searching out the circumstances that allow each child to succeed academically by working in partnership with families and the community. Through extensive partnerships and collaborations among families, neighborhood and community agencies, educational institutions and businesses, the educational and social success of all students will be assured.

**Hispanic Chamber of Commerce - Boys & Girls Clubs of Greater Milwaukee
Latino Community Center - United Community Center (UCC) - Archdiocese of Milwaukee
Layton Boulevard West Association - United Migrant Opportunities Services
YMCA of Metropolitan Milwaukee - La Causa
National Association of Minority Contractors - Wisconsin Chapter**

**FOR IMMEDIATE RELEASE
SEPTEMBER 8, 2000**

**COMMUNITY ORGANIZATIONS AND LEADERS ENDORSE NEIGHBORHOOD
SCHOOLS PLAN AND URGE IMPLEMENTATION**

**GROUPS SAY PLAN IS GOOD FOR STUDENTS, PARENTS AND
THE NEIGHBORHOODS**

**MORE NEIGHBORHOOD BILINGUAL AND ESL PROGRAMS MEET THE NEEDS OF SOUTHSIDE
RESIDENTS; MORE K-8 SCHOOLS AND PARENT SERVICE MEET ALL PARENT NEEDS**

MILWAUKEE -- The Hispanic Chamber of Commerce, Boys & Girls Clubs of Greater Milwaukee, Latino Community Center, United Community Center (UCC), Layton Boulevard West Association, United Migrant Opportunities Services, Archdiocese of Milwaukee, YMCA, La Causa and the National Association of Minority Contractors today announced their endorsement and support of the Milwaukee Public Schools' (MPS) Neighborhood Schools Plan that aims to reduce forced busing and educate children in their own neighborhoods. The endorsements were announced at a news conference today prior to the Legislature's Joint Finance Committee (JFC) public hearing on the plan, which creates approximately 11,000 neighborhood school seats. The plan was passed by the MPS board of school directors on August 24, 2000, and is currently being reviewed by the JFC.

"This plan is good for our neighborhoods, for our parents and for our students, and we want to see it implemented as soon as possible," said Dr. Walter Sava, executive director of the United Community Center (UCC). "The additional bilingual neighborhood school seats, strong community partnerships and services for parents that are part of this plan are wanted and needed by residents."

The Neighborhood Schools Plan proposes more bilingual or English as a Second Language (ESL) seats in neighborhood schools on the south side. The plan also proposes parent-driven services such as coordinated before- and after-school care, more K-8 schools and increased school and neighborhood safety throughout the District.

"This plan was developed with parent and resident input, which is why it is being so well received," said Maria Monreal-Cameron, CEO of the Hispanic Chamber of Commerce. "I attended and participated in the early meetings with parents and our residents, and I heard what they want and need from their neighborhood schools. As an organization, the Hispanic Chamber of Commerce is proud to endorse a plan that provides for those needs."

-MORE-

ADD ONE/Endorsements of MPS Plan

The NSI plan was developed after 10 months of seeking parent and community input through surveys, polls, community meetings, focus groups and more. The plan targets 28 specific school attendance areas based on demographics such as student enrollment and population concentrations. Various options are presented to create neighborhood seats in each of those key attendance areas that include building new schools, constructing school additions and renovations, forming community partnerships, relocating existing programs, converting some schools and more.

"The time for this plan is now and that is evident by the support it has received from parents and the community at large," said Dr. Roy Nabors, pastor of Community Baptist Church of Greater Milwaukee. "MPS parents and our community want to see improvements in our schools, in our choices of neighborhoods schools, and, overall, in our children's education. This plan is the opportunity for that change and progress."

The Wisconsin Legislature passed the Neighborhood Schools Initiative (NSI) as part of the state budget in October 1999. It authorizes MPS to borrow up to \$170 million to reduce busing and create more neighborhood school options for parents and children. The Neighborhood Schools Plan recommends that MPS borrow \$98.4 million to achieve those goals. In the plan, seats are created in innovative ways such as community partnerships, leases, satellite school locations, constructing new schools, building school additions and more. More than 19 community partnerships are proposed in the plan.

"Our organization exists to put critical assets in children's lives, especially in city neighborhoods," said Jack Lund, president and CEO of the YMCA of Metropolitan Milwaukee. "This cannot be done without a community effort -- an effort similar to that suggested in the Neighborhood Schools Plan."

Participants in the news conference included Perfecto Rivera, chairman of the Hispanic Chamber of Commerce; Pastor Nabors of the Community Baptist Church of Greater Milwaukee; Wally Watson, president of the Boys & Girls Clubs of Greater Milwaukee; David Prothero of the Archdiocese of Milwaukee; Jack Lund of the YMCA of Metropolitan Milwaukee; and John Bowles, vice-chair of legislation and policy, National Association of Minority Contractors - Wisconsin Chapter.

"We are pleased that the Milwaukee Public Schools is building alliances with community agencies to help in the education of our children," said Wally Watson, president of the Boys & Girls Clubs of Greater Milwaukee. "This plan proposes many community projects similar to the Metcalfe School project that the Boys & Girls Clubs is involved in and that is good for our children and our neighborhoods."

"La Causa has partnered with MPS for the last 14 years with early childhood education programs for our neighborhood children," said David Espinosa, director of LaCausa. "La Causa supports this plan and we are happy to continue our partnerships with MPS. Parents and children in our community will benefit from the expanded services this initiative offers them."

-###-

These were collected from the open house 7-8-00 —
 it was sent to the basement halfway through. These
 parents couldn't attend. If we could of used the school for a
 meeting there would be more
 Dear member of Wisconsin Government, We thank you for the opportunity to be heard, but because of the
 speed in which this meeting was arranged we could not attend, but we would like to back the people who
 are here to represent the taxpayers who oppose MPS' proposal.

Name address telephone number

Daniel Gayline
 4062 S. 76th Mil 541-6919
 Anne Pymas 3206 S. Indiana Ave 483-1136
 Gary Poykush 3144 S. 7TH 769-1847
 Kathleen Bruesairty 4997 S. 26th St 281-2464
 Madeline White 3085 S. Pennsylvania Ave 481-9538
 Amy Reed 3276 S. Swain Ct 483-7513
 Katherine Henderson 2529 S. 9th Street
 Jennifer Maniscalco 2784 S. Fulton St 482-9152
 Danuta Zarek 2718 S. Linebarger Tr. 483-1208
 Allen Pacyna 3925 So Pine Ave 482-4505
 Debra Hoyt 5010 So 18th St 817-0150
 Debbie Moshinsky 2247A E. Holt 747-0579
 Christine Mawick
 Patu Sereno 3434 S. 39th St. 762-9565
 Ami Jankowski 8230 So. 13th St. 659-3615
 Sheila Stanelle 2200 E. Ohio Ave 744-5556
 Mike Dub 4480 Three Meadows Dr. 262-281-6238
 Wendy Lucht 2406 E. Oklahoma Ave #1 744-2822

Hilse Clark - 294-3669 2967 S.K.K. AVE
Joan. Wilkett 2232 E EUCLID
MILWAUKEE 53215
Jessica HANSON

Mareen Danowski 3281 S. Indiana Ave 481-7092

Cathy Stewart 3163 So. K.K. 769-0225

John Wamonski 5660 S. TIMBER RD. DR. NEWBERLIN 425-0772

Stacy Wheatley 2539 S. Graham St. 294-3401

Pablo Martinez 2539 S. Graham St. 294-3401

Donna Nack 1726 S. 24 403-3326

Nashoka Burnett 917 N 26 933-0208

Mae Surratt 2821 D. 24th 442-8312

Elsie Lopez 2159 S 5th St 647-1793

Ramon H. Santiago 1905 E. EUCLID AVE 483-7468

Original URL: <http://www.jsonline.com/homes/buy/jul00/hood30072900.asp>

Forgotten Fernwood

Residents like to think of themselves as Bay Viewers

By Sam Schulhofer-Wohl
of the Journal Sentinel staff

Last Updated: July 30, 2000

Hans Billerbeck may be displeased when he reads this story.

Billerbeck, whose tailor shop has been a fixture on S. Kinnickinnic Ave. just south of E. Oklahoma Ave. since 1974, thinks his store is in the Bay View neighborhood.

Ald. Suzanne Breier also may be displeased. She thinks her entire district is Bay View - including the area from the Lake Parkway east to Lake Michigan and from Oklahoma Ave. south to the city of St. Francis that a city map labels Fernwood.

That neighborhood is as much a part of Bay View as the area to the north, which does get the Bay View label on the map, Breier insisted. The alderman herself lives on S. Pine Ave., west of the Fernwood area.

"If you told anybody in Fernwood they weren't (in Bay View), they'd have a heart attack," she said.

Billerbeck didn't have a heart attack. But as a reporter left his store - after the tailor's wife, Sharon Billerbeck, called out, "We'll look forward to seeing the article about Bay View" - Hans Billerbeck warned: "Just don't call it Fernwood."

The name, although unwanted or just unrecognized by many people in the neighborhood, was not pulled out of thin air. The area draws its name from its appearance when the City of Milwaukee annexed it in the mid-1920s, said Wallace Oleson, who is membership chairman at the Bay View Historical Society and who lives just across Oklahoma Ave. from the northern edge of Fernwood.

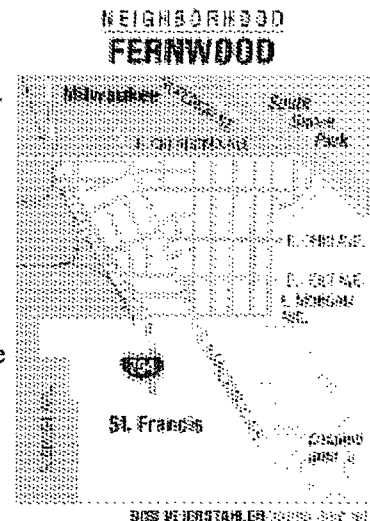
"It was called Fernwood because of all the greenery in the area. It was quite wooded at the time, and most of the houses were farmhouses," he said.

A few of those farmhouses still stand, Oleson said, and the streets are still leafy. But soon after annexation, the neighborhood filled with typical Milwaukee bungalows; it was the city's first subdivision, Oleson said.

Fernwood and the rest of Bay View stood isolated from downtown for another half-century, until the Hoan Bridge opened in 1977.

"With the opening of the Hoan Bridge, that brought attention to Bay View, but before that, Bay View was a little colony of its own, like a small town," Oleson said.

In many ways, it still is.



"In Bay View, we don't even think we're part of a city until we get a tax bill," Breier said.

That being the case, why pay attention to a city map that labels part of the area Fernwood?

One thing you can safely call Fernwood: the neighborhood school, a kindergarten-through-eighth-grade site that's become a subject of controversy after a preliminary version of Milwaukee Public Schools' neighborhood schools plan suggested putting a Montessori program there.

"I'm certainly not against Montessori schools," Breier said. But, she added, "They're going from something that was meant for neighborhood, for everybody, to something that's centralized."

Using Fernwood School for a Montessori program that would draw students from around the city is a "slap in the face" to the neighborhood because it would force children who don't want to attend a Montessori school to take buses to other buildings, Breier said.

Milwaukee Public Schools spokeswoman Karen Salzbrenner said Fernwood School was picked for a Montessori program because it has space for 600 students, but only 400 students go there now and most are from outside the immediate neighborhood.

"Maybe that's a school then that we could put a popular program into, if the majority of the kids are being bused to that school anyway," she said.

Salzbrenner emphasized that the plan is "still in the formative stages." A final draft will be released in mid-August, after which there will be public hearings and the School Board will have a chance to modify the proposal.

Christine Klawitter, who has a son and daughter at the school and is chairman of the school council, said parents will attend those hearings and speak out loudly.

Bay View - including the part labeled Fernwood - likes its independence. So although the Lake Parkway, which opened last fall, was hailed in most parts of the city as improving access to the south side and the southern suburbs, people in Fernwood are also praising the new highway for restoring some isolation.

Cars that once came through Bay View on their way to downtown now take the parkway, officially designated state Highway 794.

"It really has rerouted traffic in terms of taking it out of the neighborhood," said Laura Oberheide, who lives with her husband, Rob, in the 3200 block of S. Delaware Ave. "The nice small-neighborhood feel is back."

By Bay View standards, the Oberheides are newcomers: They've lived there for five years. Many people, such as Oleson, 85, are lifelong residents.

"People that are here seem to have been here forever," Laura Oberheide said.

It's not an unchanging neighborhood, though: An influx of younger people is gradually replacing older residents.

"The older people are dying off, or else they're going into supervised housing," Oleson said. "They're getting away from all the yard work and everything connected with it."

That leaves Fernwood with an "interesting mix of people - people at all points in their life," Oberheide said.

The homes, like the people, are an eclectic mix. Mostly, they're the bungalows from the 1920s, but scattered among them are duplexes, big Victorians and the occasional modern structure.

The houses often are bigger near Lake Michigan, where sailing enthusiasts such as the Oberheides can hit the water at the South Shore Yacht Club, just north of Fernwood.

"We love the lake. We love being on the water," Laura Oberheide said.

The lake effect isn't just a weather term in Fernwood; the water affects home prices, too, said Paul Hintz, a real estate agent at Shorewest Realtors who's been selling homes in Bay View for 13 years.

Home prices range from \$90,000 to \$300,000, with some of the most expensive houses facing Lake Michigan on S. Superior St., he said.

Appeared in the Milwaukee Journal Sentinel on July 30, 2000.

Facts about the MPS plan they don't want you to know

MPS school board used verbal abuse and intimidation to discourage public opinion

- Children were refused seats at Fernwood for the last 2 years
The formula MPS used to calculate our Neighborhood was fixed to reflect the numbers they had planned (the numbers came before the formulas)
- ~ MPS has continuously lied to the Taxpayers about this plan; they worded changes in a ways to mislead the public
- MPS has no seats for the 6th, 7th, and 8th graders who will be displaced after they kick our children out of Fernwood.
I want to see the minutes from the “300” public meetings MPS held and the records on how the public was notified about these meetings. I can find records on less than 100.
- ~ MPS’ 1st plan should be how to build more neighborhood K4 thru 8 schools in the targeted areas and not in eliminating the ones already set up.
- ~ MPS claims they are ending forced bussing so why will the children of Bayview be forced to attend schools across the city out of their communities where they belong?
- ~ Who is going to pickup children that become ill during the school day if the school is across town? Many parents do not have cars. The plan is a school for the neighborhood children so why is our neighborhood being left out?
- Specialty schools are a luxury that MPS can not afford a program such as the Montessori. It is a nice experiment but it does put children at a great disadvantage because the program lacks portability. If a parent moves to an area, which does not have this program, a child’s education seriously suffers.
- People will not flock back to the city on the possible chance that their children will be able to attend a special school. They will leave the city in a mass exodus as they did 30 years ago because MPS is not serving the children of the community.
- Why does MPS have a marketing firm when they are cutting necessary programs for our children? If excellence start at the school why do we have to pay 600 a piece for the plastic banners out side the schools. That is a foolish way to spend our tax dollar when many of the schools do not have enough of the basic tools to educate our children? As a taxpayer, I was shocked to hear how our money is wasted.
- ~ Why wasn’t this loan proposal put on the ballot in April? In a democracy, the voters get to have a say in how their money is used. Wasn’t there a large “Tea party” to make that point December 16, 1773. MPS money comes from our taxes how the money is use is determined by the people.
- ~ To take out such a massive loan and formulate a plan that will affect the next two generations without the input of the voter is irresponsible. It was Thomas Paine who said “taxation with out representation is tyranny”. Our

representative has not listened to us on this school plan, they went through the motions but they did as they planned all along.

- State law require choice schools to accept all applicants let it be known right now I am choosing the school for my children that will be housed in the Fernwood building.

- The state require that the district provide free and appropriate education for all students, education is not free when parents have to provide transportation.

I receive a letter dated August 23, 2000 telling me I had to start making plans for my daughters 6th grade education/MPS said that closing

- Fernwood was a done deal but the letters the district have been sending out tell another story. They had their plan in April and nothing was going to change it, we as parents wasted our time at those propaganda meetings.
- We were told these meeting were to get public opinion, but they were actually trying to sell the public this plan.

Joe Dannecker statement to the press were untrue, how could he take a head count of parents from one particular school when parents from all over the city were in attendance. I was at South Division High school and my count was at least 50 instead the 6 he reported. In addition, that was just the parents I could identify there may have been more.

The school board said we should seek corporate sponsorship, we paid our taxes why should we have to beg the Business community that also pay their share of the bill for public education. Is that not double dipping? Mps needs to start putting the money where it belongs instead of wasting it on silliness like a marketing firm, and cardboard fans that say MPS works.

- The school board should take lessons from Catholic schools they can educate a child including many extras for under \$900.00 per year. Of course, they look for bargains and they never abuse the money set aside for education.
- Because of the closing of Fernwood, the suburb of St Francis might end up going into the Education Business. They will build the schools where parents need them, and will welcome MPS' students and accommodate them in a way MPS refuses. I talk to the school superintendent from that district and he treated me with respect. I have an actual E-mail from Korte, which is an insult. I asked why he wasn't answering real question the night they had him on Milwaukee Journal Sentinel online, he replied "just for me he scheduled a meeting at my school next week." This meeting was not a result of that email and it was an insult because he treated me as if I did not have a clue as to what was happening in the district. I also got misleading answers straight from Dr Jackson who said that they were going to grandfather in the student now at Fernwood so they wouldn't be displaced.
- Bruce Thompson the president of the school board owns a Montessori school, which he transferred into another name after public opposition of his neutrality, this need to be investigated.

- Its plain stupid to close a K4-8 school which is established and then hurry up and renovated another school which goes up to 5th grade so they can avoid bussing? That is a waste of money first of all and since the school is too far for our children to walk how would that avoid bussing? Did anyone who ever did a household budget look at these plans? Dannecker is making all kind of promises, but after dealing with him the last few months I feel he has no credibility. He only says what will get him out of the spot he's in at the time and not follow thru later.
- When I did fund raiser all of these years I never saw any statement saying that the equipment we purchase from this effort was donated to MPS.
- MPS doesn't get enough of our money they have to pimp out our children to sell overprice junk so that the district can benefit, and our children may never get to use what their work has earned? It is also embarrassing to have to solicit family and co-workers to help the kids and its wrong to take what we earned away.
- The Fernwood hearing on 8-23-00 was undermined by rumors spread by MPS with the intention of getting a community fighting. I am proud to say that we all pulled together to try to find a suitable place for the Montessori School. However, it was not the building or the neighborhood they were looking at it was all the goodies that went with the school. Which if our students all transferred to the same school would go with them.
- Our community, our families and our children are all in crisis. I see it in the mothers, the fathers but the saddest is seeing it in the children. This crisis could affect the rest of their education.
- Mps said there are not enough children in the neighborhood to sustain our school, well if you draw a circle around our school half our kids would have to live in Lake Michigan and a quarter would be in St Francis. Again, fact made to back up what they want to prove.
- Why were Children turned away when applying for our school? My daughter Kathryn was refused admission 1997 but the principal made an exception because my other daughter was in attendance. In addition, my son could not get into K4 until they had a child withdraw in November.
- The kids are there but MPS has better sources that the CIA and they say we do not have these kids.
- I think Mps should give our school a chance to fill naturally and not make hasty changes that will be regretted in 5 years. The money in this plan is to build and improve schools to make people feel safe to live in the city if they want a public education for there children. We were getting there, but now MPS has scared them away. I if not having a historical stake in my house would put it on the market today. Moreover, when people flee in haste property values go down. The Busing mistake of the 70's was the biggest factor in the deterioration of the area South of Mitchell Street in the Polish-German community. Milwaukee was a diverse community but then Busing scared people, they did not want their kids going to school in a high crime neighborhood. And I want my kids in a school where I know

my neighbors and they know me. Where I hear when my child is doing some wrong for my neighbors. Where gangs cannot take, root because everybody knows everybody else.

- In conclusion, (although I could go on forever) the proposed plan of MPS is not a sound well thought out plan. The community had minimal input and the meetings to hear us were more of a sales campaign from MPS. Taxpayer were lied to, verbally abused and generally treated as if they live in a communist country. This plan will only disrupt an entire school district sending our test score lower. MPS failed to ask the taxpayer if we wanted a loan. They can not see that there plan to pay it back is foolish, because they will not save any money, and property value will decline thus making the loan an unfair burden to our children. Please make them go back and do this plan the right way.

Buy the way I work for a major
utility and I know 100 thousand familys
move Between April 9 August

Carol Quesnell



MILWAUKEE PUBLIC SCHOOLS

Division of Student Services

August, 23, 2000

*sent before
final vote on
8-24*

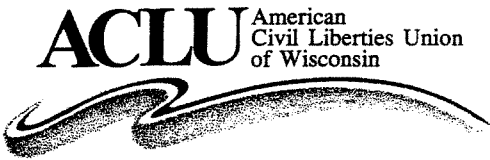
Parents/Guardians of Grade 5 Students:

Welcome back to the 2000-2001 school year. As your son/daughter begins the 5th grade year, it is not too early to begin planning for middle school. At this time, there are five middle schools that have early registration. The five schools and their early registration dates are listed below with a contact person.

In addition, the Milwaukee Public Schools will be holding informational meetings for parents as follows:

<u>DATE</u>	<u>PLACE</u>	<u>TIME</u>
Oct. 3, 2000	Milwaukee School of Languages 8400 West Burleigh Street	Auditorium 6:00-7:30 P.M.
Oct. 4, 2000	Fritsche Middle School 2969 South Howell Avenue	Auditorium 6:00-7:30 P.M.

<u>SCHOOLS</u>	<u>FALL DATES</u>	<u>ADMISSION PROCESS & REQUIREMENTS</u>
Milwaukee School of Languages 8400 West Burleigh St.	Oct. 19-Open House 6:00 P.M.	Cindy Eggert – 393-5700 Application
Roosevelt School of the Arts 800 West Walnut St.	Oct. 30-Open House 6:00 P.M.	Michael Hickey – 263-2555 Application
Webster Middle School 6850 North 53 rd St.	Oct 17-Open House 5:30 P.M.	Minnie Pulliam-Novy 393-5900 Application
Fritsche Investigative Learning 2969 South Howell Avenue	Nov. 7-Open House 6:00 P.M.	Juanita Lee – 481-6720 Application
Scott Middle School Health Sciences 1017 North 12 th St.	Nov. 2-Open House 6:00 P.M.	Mike Blake – 461-1922 Application



**Statement of
Chris Ahmuty, Executive Director
ACLU of Wisconsin
September 8, 2000
before the
Joint Committee on Finance
regarding the
MPS Neighborhood Schools Plan**

Good afternoon, I am Chris Ahmuty, Executive Director of the American Civil Liberties Union of Wisconsin. The ACLU's interest in the MPS Neighborhood Schools Plan is to assure that the State and the School District afford all students their right to an adequate "sound basic education." It is our contention that the Plan as presented undermines the District's ability to provide an adequate education. Furthermore, the Plan as presented raises constitutional concerns. I will focus on one area of concern, violations of the Constitution's mandate of equal protection under the laws, and various anti-discrimination statutes. The Plan will exacerbate segregation in an already racially segregated community.

It is impossible to tell from the Plan and supporting documents, that have been made available to the public, what exact impact the Plan will have on racial integration. However, there is enough in the so-called final report to know that it will have some segregative effect.

On page 138 of the final report a number of general concerns raised at community meetings and in surveys are listed. One of these general concerns regards "Maintaining racial diversity." The report reads: "Many speakers and survey respondents inquired how this Plan would affect racial integration. A number spoke of their choice for schools with a multicultural enrollment. Some feared that the Neighborhood Schools Plan would result in more racial isolation and segregation."

The plan nowhere addresses the concerns of these concerned citizens.

Interestingly, in the 337 pages of the report and its appendices the word "integration" appears once, and the word "desegregation" not at all.

Most troubling, it appears that MPS has not bothered to assess the impact of the Plan on racial isolation in the District or it knew before the details were worked out. It seems to be saying the District is already in one of the most racially hyper-segregated metropolitan areas of its size in the country, so it doesn't matter what impact the Plan will have. Constitutional rights and our nation's commitment to equality cannot be brushed aside so cavalierly.

At the August 21, 2000 public hearing at South Division High School, I asked the assembled panel of MPS experts, several questions to try to coax out of MPS information that will be necessary to determine the Plan's impact on racial isolation. For instance,

1). When will the District determine the new attendance area boundaries for individual schools? The panel agreed, not until later this fall at the earliest. Until boundaries are set I don't know how the District knows how many attendance zones will increase or decrease in terms of segregation and how that will affect the pool of potential students being forced or choosing to attend neighborhood schools.

2). The new neighborhood speciality schools will give an enrollment preference to students located within a "defined radius" of these schools. I asked for a definition of "defined radius." The panel gave me two answers, "walking distance" and "two miles." My point was that three of the four new neighborhood speciality schools, Garland, River Trail and Victory, are all in current attendance zones with high white populations: 80%, 71%, 78% respectively. These schools are likely to end up with very high percentages of white students – racially identifiable schools.

3). Likewise, the transportation regions for the Montessori schools, have yet to be established. The siting of these schools is a cause for concern. There will be a new Montessori school at Maryland Avenue on Milwaukee's predominantly white East Side. The Greenfield Montessori School will be relocated to the Fernwood School. The Fernwood attendance zone according to the 2000 Annual Child Enumeration is currently 86.36% white.

4). I asked if it were possible that the Plan would result in any nearly all white schools. The panel while scoffing at the possibility didn't deny it. They went on to seem to justify such a result with the same inadequate argument of the school choice plan: it's the parents' decision. Even the school choice statute prohibits discrimination in principle, if not in practice.

I could go on. My point is the District has not even tried to make a case that their Plan won't increase racial isolation. The School Board's and DPI's changed position on the new statewide Open Enrollment program, where white students may now go to suburban schools regardless of any segregative effect, is one more reason to suspect the Board's intentions.

MPS will tell you: this is the plan the parents told us they wanted. That's malarkey. The Plan doesn't even try respond to the "many speakers and survey respondents [who] inquired how this Plan would affect racial integration." MPS will tell you this is only a facilities plan – just part of its reform strategy. Unfortunately, it's a facilities plan that undermines the District's ability to provide an adequate education to all its students.

I urge the Committee to take the time to listen to parents, educators and taxpayers directly. You are responsible for this Plan; please don't let MPS sell you a bill of goods without scrutinizing it very closely. There is no crime in asking questions that will take until after September 30 to answer. Thank you.



INSTITUTE FOR WISCONSIN'S FUTURE

policy research in the public interest

Board Of Directors

Anne Arnesen
Jim Cavanaugh
Sheila Cochran
Winnie Doxie
Sharon Keigher
Walt Kelly
Joyce Mallory
Michael Murphy
David Newby
Joanne Ricca
Michael Rosen
John Stocks
Marcus White
Rev. Rolen Womack
Rev. Thomas Yondorf

Advisory Board

Jackie Boynton
Ellen Bravo
Phyllis Brostoff
John Davis
Tom Damer
Laura Drake
Eunice Edgar
Zohreh Emami
Frank Emspak
Jane Gellman
Becky Glass
Carol Grossmeyer
David Hoffman
Andrew Holman
Rob Kennedy
Julilly Kohler
Juan Jose Lopez
William Lynch
Bill Orenstein
Joe Oswald
Barbara Zack Quindel
Tom Quinn
Jack Rosenberg
David Saichek
Marsha Sehler
Scott Soldon
Kelly Sparks
Dorothy Walker
Deborah Zemel

The Milwaukee Public Schools NEIGHBORHOOD SCHOOLS PLAN: An Underfunded Mandate

Working Paper by the Institute for Wisconsin's Future
September 8, 2000

MPS NEIGHBORHOOD SCHOOLS PLAN: An Underfunded Mandate

The Milwaukee Public Schools Neighborhood Schools Plan is designed to increase the number of children attending neighborhood schools by expanding facilities in overcrowded communities of the central city and increasing access to the programs, services and specialty schools which currently attract the largest number of students.

The financial plan to subsidize this massive effort is divided into two parts. Funds for the capital expenditures of \$98.4 million to be used for construction and building expansion will be borrowed under the authority of the Neighborhood Schools Initiative. Operating expenses will be financed with "changes in district operations." No borrowing is authorized for operational expenses.

A review of the costs of implementing the Neighborhood Schools Plan and the revenues available to cover these costs indicate that there is a substantial gap between these costs and revenues. A shortfall that required MPS program dollars to be reallocated to cover Neighborhood Schools costs will exacerbate the financial crisis already facing the Milwaukee Public Schools.

COSTS

1) Capital expenditures. The largest cost of plan is debt service for capital expenditures (\$98.4 million). The bonds are to be amortized over a 23-year period with variable payments generally in the range of \$7 to \$12 million per year .

2) Operational costs. There are basic costs associated with the extra seats and in some cases, classrooms being added by the plan. District expects each new seat to cost \$750.

3) Program enhancements to neighborhood schools:

- Full day K-4 and K-5 programs. Considered revenue neutral.
- Before and after school programs. Cost is estimated at approximately \$70,000 per 100 students.
- Increasing K-8 programs. K-8 schools receive an average \$650 per pupil allocation more than K-5 schools reflecting the greater operational costs of these schools. As schools convert to K-8, the plan is to phase in the additional per pupil cost over five year period. With 13,000 seats currently functioning as elementary to transition to K-8, this is an almost \$8.5 million annual increase in expenditures.
- Increasing accessibility to bi-lingual and ESL program. The plan contemplates a net increase in the number of bi-lingual seats with an immediate impact because of the higher per pupil allocation for bi-lingual participants.
- Replicating specialty programs.

- Reducing class size.
- Increased safety services for children walking to school, particularly in high-traffic neighborhoods. The plan assumes the participation of many neighborhood volunteers to implement the safety goal. The only new cost for safety plans anticipated is \$30,000 for additional crossing guards and \$8,000 for safety vests.

REVENUES

- 1) Capitol Costs. The approximately \$100 million of capitol cost secured by issuing revenue bonds is designed to be covered through a "pay as you go" financing strategy that depends largely on a reduction in busing costs and funds generated by reducing district reimbursements to elementary schools for the four-year old kindergarten programs.
 - a) Revenue from busing reduction. Intradistrict state aid payments to Milwaukee for transportation remain at \$32.9 million per year. Current busing costs are approximately \$60 million per year. If busing costs are reduced substantially, part of the \$32.9 million can be used for debt service. This reduction in busing requires a significant shift in student school attendance patterns since it is not a reduction in the number of children on buses that is critical, it is a significant reduction in the number of buses and bus routes in operation that will generate the necessary savings. Since buses carry from 33 to 65 children, securing millions of dollars in savings from this source for debt payments will require thousands of families to chose, or be restricted to, neighborhood schools. However, if the savings from reduced pupil transportation are not sufficient to meet the debt service obligation, that obligation will have to come from the MPS budget.
 - b) The MPS Central Office currently subsidizes half-day K-4 programs in 112 Milwaukee elementary schools and pays a school as if students were all in full day programs. The district also reimburses schools for mid-day busing costs. Under this plan, the District will change its policy to reflect reimbursement only for the actual time four year olds are in school. The plan then reflects this as the "largest additional cost savings" next to transportation savings. What this means, then, is that elementary schools who do not provide a full day K-4 program will realize a cut in their school funding, which, in the aggregate, is expected to be \$7 million.
- 2) Operational Costs. There is no dollar amount allocated for operational costs. Although it is anticipated that some seats (and schools) will close, the district will face the costs of the new seats before any savings from closings occur.
- 3) Program Enhancements.
 - Expanded K-5. Two schools are projected to expand K-5 programs with the cost covered by state aid.

- Expanded K-4. The deduction of aid from schools with half-day K-4 programs is expected to move elementary schools to institute full day programs, since they have been receiving the money for them up to now even if they're running only half day programs. The problem with this plan is that those schools currently operating half day programs will be incurring additional expenses to provide a full day program without receiving any more reimbursement to do so. The report does not treat this as an additional cost for transitioning from half day to full day K-4 programming.
- Before and After School programs. Most of the current extended day programs rely on state and federal funding sources with an uncertain future. The report states, "while it is hoped that additional state or federal resources will be identified to help meet the financial demands of these programs, the financial model assumes that the district may be forced to absorb these costs." No further plan for the funding of these programs (crucial component to the attempt to attract to neighborhood schools) is identified in report.
- Increased K-8 Programs. It is not clear how this additional operational cost will be met (closing of middle school seats?) Only one conversion is going in the other direction. Edison Middle School to become K-8 for a reduction of \$150 per student. This represents a small amount of "savings" (\$125,591). A Transition Fund of \$450,000 will be available to the district for both the first and second year of the Plan. This money is also designated for the bi-lingual program and specialty program start up supplies.
- Expanded Bilingual Programs. There is the possibility of later closing of other bi-lingual seats to offset increasing bi-lingual seats in targeted schools. There is no discussion or plan as to how the increased cost incurred by higher pupil allocation will be financed until these seats return to the current level. Note, this is especially important in light of studies showing a continuing increase in bi-lingual students coming to this and other school districts.
- Replicating Specialty Programs. Right now, the district has specialty schools whose current budgets are inadequate to maintain their specialty programs (particularly language immersion and arts). The only provision for the costs of replicating specialty programs in the final plan is the Transition Fund for start up costs. The report further states:

This district intends to supplement, not to fully fund, the transition costs for these schools. Schools are also expected to seek alternative funding sources to allow them to provide more extensive services and to insure the sustainability of their programs. (p. 99).

In other words, the district is not taking the responsibility for replicating specialty programs; this will be a new burden on individual schools who seek to introduce these types of programs.

- **Safety.** It is unclear whether the district can meet the needs of residents who raised safety as one of the greatest concerns by a plan that relies so extensively on neighborhood volunteers without sufficient staffing plan to recruit, train and coordinate volunteer activities. To enhance safety as promised to residents, it will be necessary to add additional resources into this program.
- **Reducing class size.** The district relies on existing SAGE and P-5 program to cover these costs, and expects newly created schools will be eligible to participate in one of these programs. There are three schools in the plan that receive SAGE funds insufficient to meet the 15 to 1 ratio which the district is expected to continue to subsidize (\$13,000 and \$30,000 shortfall referenced p. 99).

Transitional cost impact. The report recognizes that the overall plan does not include any relief from the revenue limits under which the district is operating. The report states:

If the district does not realize sufficient savings within the plan to meet the financial obligations [debt service and operating expenses], funding would have to be redirected from other district programs.

The most significant immediate burden is the fact that there will be an increase in district-wide capacity occurring during a time of anticipated slight decline in overall enrollment. Thus, we will be adding seats through NSP while receiving less state aid due to our membership. There is no short term plan for how to address this structural gap. As a long range plan, the district points to the need to close existing seats and sets forth a methodology for determining whole schools that may need to be closed. In the interim -- before a decision is made to close an entire school -- schools that are losing seats based upon the enrollment choices of parents will also lose money in their annual budget allocation. They will lose the direct 70% of board funds that go to schools based on per pupil count. In addition, these schools will also lose money in certain of the costs that are calculated on a block grant basis. Grants reflecting costs associated with programs and activities such as special ed, ESL, pupil transportation will be reduced whereas those that are building specific will be maintained. Presumably the savings realized from these reductions will be redirected to fund transitional costs, but it is not clear that these savings will offset the costs.

Summary: The Neighborhood Schools Plan significantly underestimates operational costs and the need for additional resources. Ongoing operational costs of certain key program enhancements are not adequately provided under plan. The Transition Fund is insufficient, \$900,000 spread over two years is the only source of income for the additional anticipated costs of transitioning to K-8 programs, replicating specialty programs, and increasing accessibility to bi-lingual and ESL programs. This appears to be a very small amount of money which is only anticipated to address initial costs and supplies, but does not address the ongoing additional costs of these programs.

STATEMENT TO STATE JOINT FINANCE COMMITTEE

My name is

Dee Mayberry

I represent

*NAACP National
Assoc for the Advancement
of Colored People*

In summary we are for attempts at reform which will further the goal of providing all students a quality education. We salute the state's efforts, and MPS's efforts to reduce class size, as this has been shown to improve student achievement.

However, we are against the portions of this proposal which segregate students by race, color, national origin, or native language. Furthermore, we are against the aspects of this proposal which would concentrate a majority of the students in the poorest neighborhoods of the city. For these reasons, we ask that the committee send the plan back to MPS with instructions for its re-submission. Specifically, we ask, at a minimum, that MPS be instructed to:

1. reduce the plan's segregative impact; and
2. delineate its rationale for believing that concentrating students in the poorest neighborhoods of the city is conducive to a quality education.

MPS has a history of racial segregation. MPS has an obligation to refrain from future segregative practices, not only under a court decree, but also under the Constitution and the Civil Rights Act of 1964. If the State aids MPS, or provides the impetus for MPS, to engage in further segregative practices it may be held liable.

A review of the plan evidences that the schools in the community will be readily identifiable as black, white, and Hispanic schools. This is segregation and it is wrong. Segregation in the name of convenience is wrong. Segregation in the name of public opinion is wrong. Segregation in order to obtain state funds is wrong. Plain and simple segregation is wrong. Now is not the time to give up on the dreams of Martin Luther King, the teachings of Thurgood Marshall, or the proclamations of Nelson Mandela. Now is the time to meet the educational challenges faced by this community with truthfulness and fairness. The modern-day justifications for segregation must be discarded.

The plan calls for concentrating a majority of the students in the poorest neighborhoods in the city. The wealth of neighborhoods is intrinsically linked to student achievement. With that said, the plan fails to address the educational advantages and disadvantages of concentrating students into the poorest neighborhoods. The public deserves this information, you deserve this information.

I would be remiss if I did not mention that the plan wholly fails to address the community's exceptional education needs. We support efforts to respect the rights of students with exceptional education needs.

In conclusion, we are for attempts at reform which will further the goal of providing all students a quality education. We salute the state's efforts, and MPS's efforts to reduce class size, as this has been shown to improve student achievement.

However, we are against the portions of this proposal which segregate students by race, color, national origin and native language.

Furthermore, we are against the aspects of this proposal which would concentrate a majority of the students in the poorest neighborhoods of the city. For these reasons, we ask that the committee send the plan back to MPS with instructions for its re-submission. Specifically, we ask, at a minimum, that MPS be instructed to:

1. reduce the plan's segregative impact; and
2. delineate its rationale for believing that concentrating students in the poorest neighborhoods of the city is conducive to a quality education.

Thank you and God bless.

Kathy Geiger-Bogan
2755 N. Stowell Ave. Milw. 53211
email: rbogan@earthlink.net

Fri. Sept 8, 2000
MATC
Milw, WI

Joint Finance Committee of the Wisconsin State Legislature
Public Hearing on the Milw. Public Schools Neighborhood Schools Plan

I come to you today wearing many hats: a taxpayer, a former MPS Bilingual Kdg Teacher, & a parent of a 2nd & 8th Grd'er in Milw Pub. Schools. I have been to the hearings & meetings on this Neighborhood school Initiative since day 1 & every time I leave there are more unanswered questions. So I'll try again.

I've heard so much talk about all the "data" & "outreach" to the community that was supposedly done but have yet to speak to any one who was phoned or interview. Many have asked to see the "Data" but never do. At the end of the summer it was announced that Maryland Ave. school would become "Montessori". That's my neighborhood school. I was never surveyed & neither was anyone in our neighborhood. In fact in June when my friend switched her son to Maryland Ave. for this fall she was never told that the following year the school program would be changed. There are many other examples of the lack of community input or individual school input.

Several occurred this summer between the May 24 & Aug 14 NSI Reports. This summer apparently while a summer program was running at O.W. Holmes school the principal discovered some men measuring his building. It turns out they were from MPS administration & were measuring to see if La Escuela Fratney could fit into that building.

Now keep in mind that this is all without speaking to anyone at either school much less the parents of these schools. When Fratney heard about this & became involved that plan got the ax. However there are still plans to change O.W.Holmes to K-8 & move the Bilingual program to the South side even though there is a bilingual neighborhood right there around Holmes. The Holmes community has not been consulted, they've been TOLD what will happen as have many other schools.

At the Aug 3 Public Forum that PUPS sponsored at the Black Holocaust Museum a whole list of questions was asked of MPS officials & we were promised a written response to them in 2 wk.. I'm still waiting....Where is that democratic process anyway...especially now that there is no more court reporter at school board meetings & no written transcripts??!!??...

Perhaps there should be a referendum on this to let the voters really have a chance.

Aside from all of this there are lots of other reasons to vote to delay this plan until further time has passed to fully investigate the full impact on the students, families, school programs, and the FISCAL IMPACT.

Looking to this there are major flaws imbedded in this plan. There are basic underlying assumptions made in this model that make this a fiscally irresponsible plan.

Kathy Geiger-Bogan
2755 N. Stowell Ave. Milw. 53211
email: rbogan@earthlink.net

Fri. Sept 8, 2000
MATC
Milw, WI

FALSE ASSUMPTIONS

1. There will be no change in the number of Special Education Students.

We know this to be **wrong**. This population has been steadily increasing & the actual % is likely to go up since the private voucher schools are not required to service these children.

2. There will be no change in # of Latino students.

Again another population that has **always** been growing. We've never had enough Bilingual seats in the city no matter where.

These are 2 critical factors that need to be included because they will impact greatly. They must be built into the computer model.

It is very troubling to me that after going to the MPS budget hearings in May and asking how in the midst of this \$32 million deficit that MPS can talk about replicating all these specialty programs?? When, in Fact, they are cutting the existing specialty programs to the bone such that the quality of the programs will suffer greatly & they will no longer will be successful high achieving schools. Few people know that next year the projected deficit is even worse: \$ 67 million!!! Just how are they going to get all these new programs started or relocated of some 42 schools with a 1 time \$900,000 block grant that they may be "eligible" to apply for?? (That's about \$21,000/school if someone knows how to write a grant & they get it??)

Another example of fiscal irresponsibility is the touting of all the Before & After school Programs or Child Care but Ooops we don't know where the money will be coming from but the "Model assumes the district will absorb these costs" .!!!! (From which funds, where??) However the existing original successful Federal 21st. Century grant Community Learning Centers whose grant runs out this year are not eligible for this & must find there own \$\$.

The Safety issue is another fiscal irresponsibility beyond what you've heard already. Regarding the use of shuttle buses if parents are worried about their child walking a mile in a crime ridden neighborhood; the individual schools must pay for this out of their school budget. So those schools will be fiscally affected by being forced to decide between their child's safety & his academic program.

The most personal objection I have to the plan is the way it will resegregate the schools once again.. The clocks will be turned back 30 yr. & all the work will have been for naught. Yes, yes the white population in MPS has gone down but that doesn't mean you stop trying to mix the cultures & races that are remaining! Children need that opportunity to know & be friends w/all different types of people. I must relay a personal story that occurred over the summer with my 7 yr old son who attends La Escuela Fratney.

Kathy Geiger-Bogan
2755 N. Stowell Ave. Milw. 53211
email: rbogan@earthlink.net

Fri. Sept 8, 2000
MATC
Milw, WI

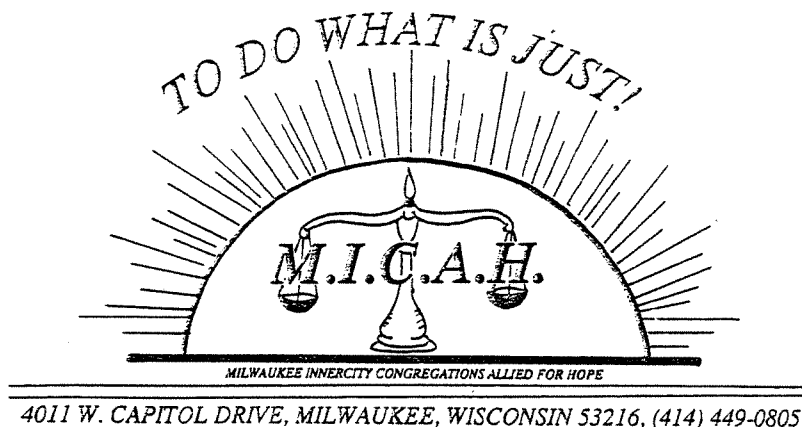
For those of you who aren't familiar w/it; it's a 2-way bilingual program meaning 50% are English dominant & 50% are Spanish dominant. Fratney strives for as much racial & cultural diversity as possible within the English dominant group. The idea is that each language is valued equally, each group is learning a second language & they learn & teach each other.

During the summer my son & I watched several TV shows or movies that showed slavery, racism, etc. We had many discussions about this in trying to explain these complex issues. I explained that prejudice meant that people judged others by the fact that something was different than themselves: color, language, or some disability etc. He stopped & looked at me like I was absolutely crazy. That could "NOT be possible and that that was just "STUPID MOM ; How could people be so Dumb??" After some discussion, he got quiet & I could see the wheels turning in his head. Then suddenly he exclaims" But Mom, I have friends at school that are African American and that speak Spanish. And he starts naming his "best friends". **What's the big deal?? They're just people!"**

As they say.." out of the mouths of babes..??"

He just could not fathom that adults could be so dumb to think so stupidly & now I fear that we are seeing some of that same thinking within this Neighborhood school Plan. Shipping the inner city specialties out to the white outskirts of the city & creating Latino clusters & further segregating them into 1 area tastes sour in my mouth. It will rob the other Milw school children of the sad but true discovery that my son learned of this summer.

Thank you & please feel free to comment or answer any of my questions.



MICAH Concerns Regarding the Neighborhood Schools Plan Overview

The MICAH organization, which includes members of 45 congregations throughout Milwaukee, has been following the process of the Neighborhood Schools Initiative very closely since it began. We have expressed some concerns in recent months about the Plan.

MICAH is not opposed to many of the basic ideas included in the neighborhood Schools Initiative. First, we recognize that Milwaukee is in great need of new school facilities, and we recognize that this is an opportunity for that. We also agree that "forced busing" is not a good thing. Though it seems to us that very few children are forcibly bused, we agree that every child should have the option of attending a school in their neighborhood. As the Neighborhood Schools Plan draws closer to implementation, we feel a need to call attention to some dangers and potential drawbacks. This is not to take away from the good things that can come from the Plan, but to make sure that everyone is very aware of the tradeoffs that are being made.

We are very concerned about some aspects of the Plan. We are concerned that, in its final phase, the Plan has been rushed and has been presented as an "all or nothing" proposition. At hearings on August 21, when citizens complained about the hurried timeline, MPS officials responded by saying that the rush was created by the Legislature. Therefore, it seems that the Legislature is in a position to slow the process so that flaws in the Plan can be fixed. We are also concerned that all criticism of the Plan from MPS employees and those with contractual relationships with MPS has been very strongly discouraged.

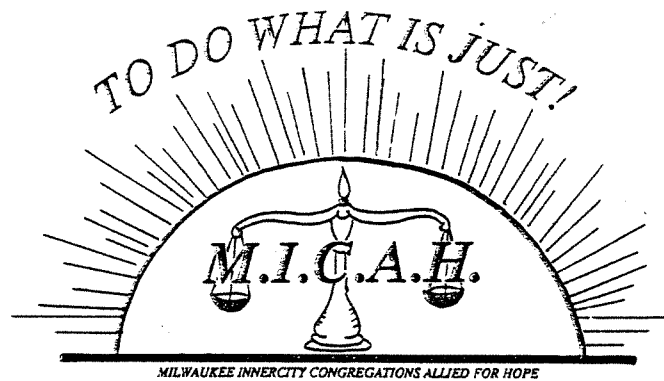
There are some concerns we brought up in the past that we will not dwell on today. We are still concerned about the problem of student mobility – about creating neighborhood schools for children who are not permanent members of any neighborhood. We are serving on a Task Force that will make recommendations to MPS for dealing with this issue. And, we are concerned about the further racial and economic segregation of our schools. We need to recognize that Milwaukee is a very segregated city and that Neighborhood Schools will, by definition, be segregated. We can argue about the best

way to deal with racial and economic segregation, but we need to be honest in recognizing that this Plan essentially accepts segregation as a fact of life.

We do want to bring up four areas today that we recommend that the Joint Finance Committee act upon. They are:

1. The placement of Specialty Schools, and the perception that the Plan puts attractive Specialty schools in the white and middle class neighborhoods of the city, leaving the minority and low-income neighborhoods with less access to such schools.
2. Financing. We are concerned that a major part of the financing for this program comes from changes in kindergarten policy. We are concerned that this will put our elementary schools, which have already faced major budget problems, in a very difficult situation in the next few years, unless the state legislature does something to help.
3. Evaluation. We are concerned that there is no means of evaluation built into this Plan that will help parents to see the positive or negative impact of the Neighborhood Schools Plan on their schools. We have a recommendation.
4. Safety. The Neighborhood Schools Plan will put thousands more students walking to school, often through dangerous neighborhoods or across busy streets. We do not feel that these added safety concerns have been dealt with adequately.

Finally, we want to thank the Joint Finance Committee for holding a hearing in Milwaukee. The Neighborhood Schools Plan could begin some major changes in Milwaukee's schools, and we are concerned to make sure it is done well. After hearing about the need for change in the Plan, MICAH recommends to the Joint Finance Committee that they either fix the Plan or send it back to MPS to be fixed.



MILWAUKEE INNERCITY CONGREGATIONS ALLIED FOR HOPE

4011 W. CAPITOL DRIVE, MILWAUKEE, WISCONSIN 53216, (414) 449-0805

MICAH Concerns Regarding the Neighborhood Schools Plan Separate and Unequal

MICAH has looked carefully at the Neighborhood Schools Plan. Especially, we have studied the proposed placement of Citywide Schools and Neighborhood Specialty Schools. We have some maps we would like to show you that demonstrate the changes that are being proposed for the popular Specialty Schools, and the parts of town that seem to be favored by the Plan.

Our concern is simple: There is an apparent movement to put the desirable Specialty Schools on the periphery of the city, in the predominantly white and middle-class neighborhoods. The areas made up of the most minority and poor students will be the ones with the least access to these schools.

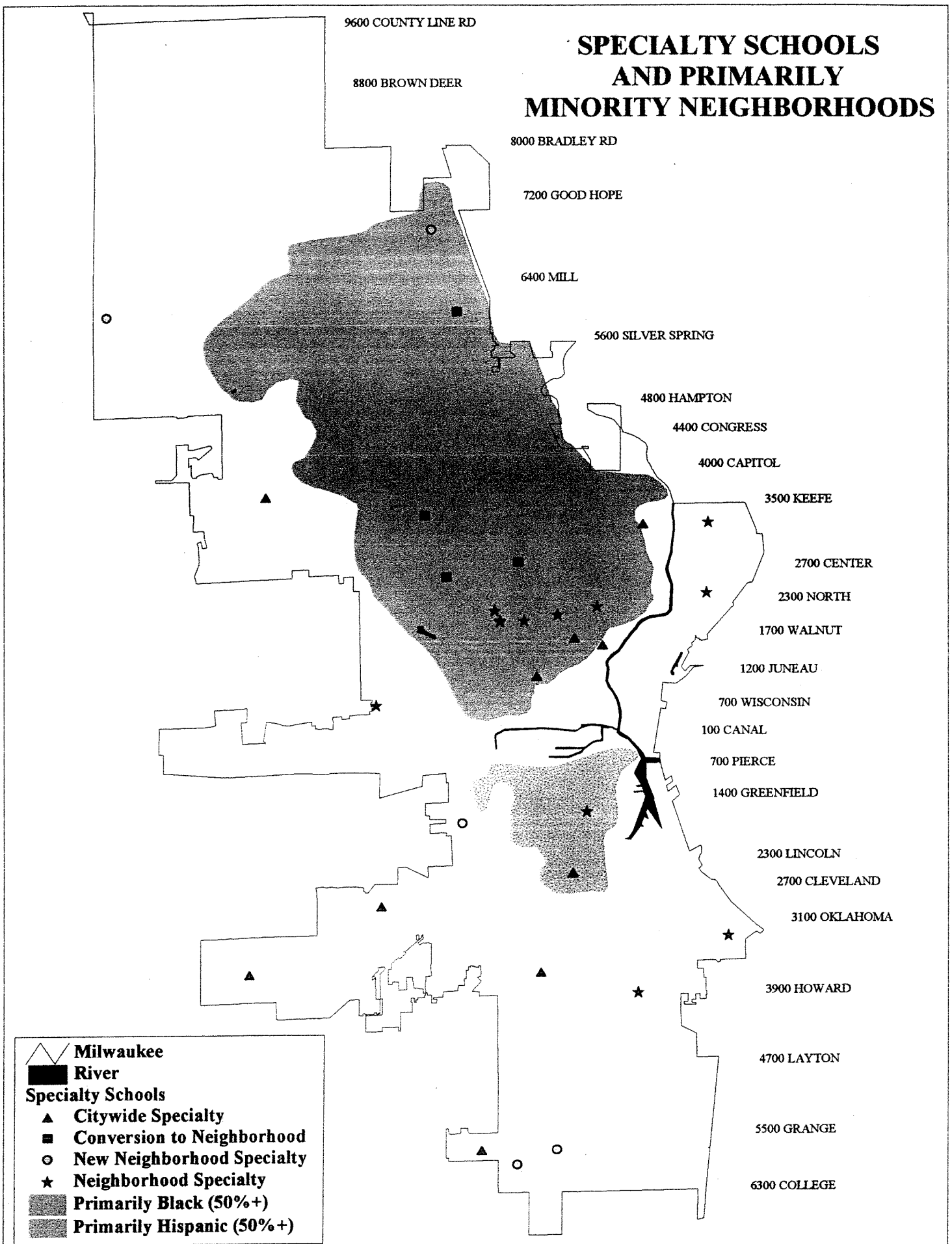
MICAH urges the Joint Finance Committee to either fix the Plan, or send it back to MPS to make a change. Put six Neighborhood Specialty Schools, with either an arts or academic specialty, into the areas where we have the greatest concentration of MPS students.

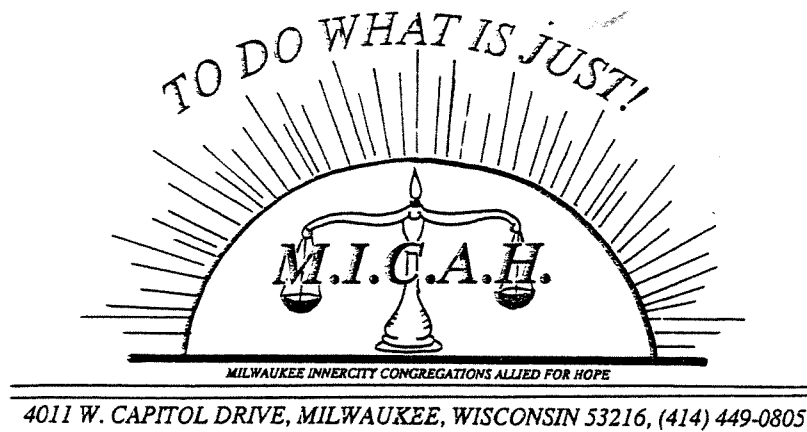
Notes on attached map:

- In the green shaded area, 82% of the children are African-American.
- The green shaded area is home to 85.7% of all African-American people living in the City of Milwaukee.
- 52.5% of all children in Milwaukee live in the green shaded area.
- In the blue shaded area, 60.1% of the children are Hispanic.
- The blue shaded area is home to 55.3% of all Hispanic children living in the City of Milwaukee.
- 10.7% of all children in Milwaukee live in the blue shaded area..

--9 of the 16 "Neighborhood Specialty Schools" in the Plan are located in the unshaded portion of the map, which is home to less than 37% of Milwaukee's children. (7 of the 16 Neighborhood Specialties are located in the shaded area, home to more than 63% of the children.)

SPECIALTY SCHOOLS AND PRIMARILY MINORITY NEIGHBORHOODS





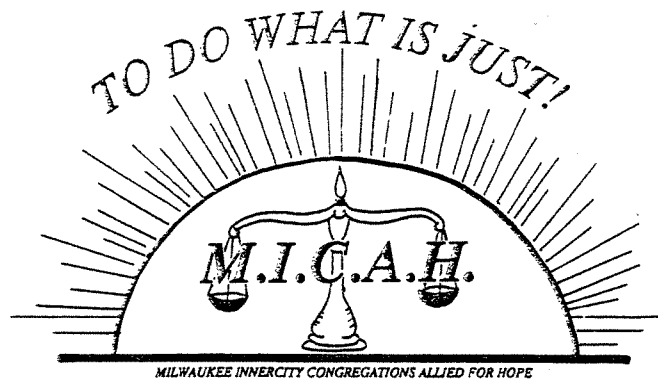
MICAH Concerns Regarding the Neighborhood Schools Plan Evaluation

One of MICAH's greatest concerns has to do with ensuring that every single child who attends Milwaukee Public Schools will have the chance to receive the best possible education. As we look at the Plan, we are concerned about the type of commitment that will be made to schools in various parts of town. We worry that inner-city schools will be shortchanged in comparison to schools on the city's periphery. Another concern we have is to ensure that parents have a good understanding of the sorts of choices that they have when selecting a school for their children.

Therefore, we request that the Joint Finance Committee fix Plan or send it back to MPS to make a change to include an element of evaluation and information about schools that can be made public every year. The "report" for each school and its progress should not be limited to student test scores. We recommend that such a report should include:

- Average class size, and average student:teacher ratio
- Total per student spending (excluding transportation, building maintenance, etc).
- Suspension and expulsion rates
- Access to technology (e.g number of children per computer, Internet access, etc.)
- Teacher experience level
- Teacher credentials
- Teacher stability teaching at that school
- Student mobility rate
- Percentage of Exceptional Education Students in the school
- For Specialty Schools: Resources dedicated to the specialty.

We would recommend that a commission be established to devise a yearly reporting system, including the areas mentioned above, and to devise a way to get that information to parents as they are considering their options for school enrollment. This could be done within the budget for outreach and advertising that is already included in the Plan.



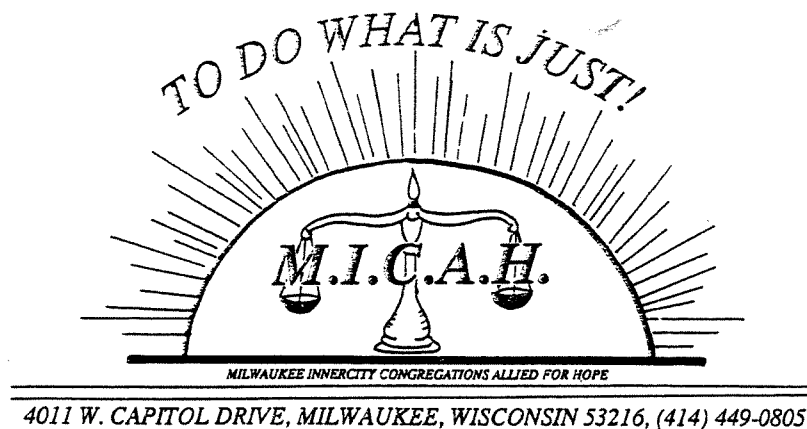
4011 W. CAPITOL DRIVE, MILWAUKEE, WISCONSIN 53216, (414) 449-0805

MICAH Concerns Regarding the Neighborhood Schools Plan Finances

As MICAH reviewed the Neighborhood Schools Plan, we had some questions about the financing of the Plan. The financial information is very complex, and we would encourage the Joint Finance Committee to take a very close look at it. We would call your attention to one particular area of the Plan's finances. It seems that it relies on changes in policy regarding kindergarten to generate as much as \$8 million per year. Our best understanding is that this money would be generated by reducing the amount of money that MPS gives to elementary schools to pay for the costs of half-day kindergarten.

The state currently reimburses MPS at one-half of the student rate for half-day kindergarten, while MPS gives the school the full per pupil amount. Under the Neighborhood Schools Plan, MPS would only pass along the amount it receives from the state. So, schools would either lose about \$2,000 of the funding they currently receive for each 4K student, or they would need to expand to full-day kindergarten, which would cost more than \$2000 per student. Some MPS schools have as many as 90 four year-old kindergarten students. It would mean that those schools would lose nearly \$200,000 from their current budgets. Remember that this comes in a time when budgets are already stretched to the limit, and schools have had to discontinue art and music programs.

There is a remedy for this problem that is largely in the hands of the state legislature. If the legislature really wants the Neighborhood Schools Plan to work without cutting into the educational programs at our elementary schools, it could make a commitment to give full reimbursement to Milwaukee Public Schools for all three and four year-old kindergarten students. This would keep the school budgets from being cut, and it would free up the resources that MPS feels are necessary to make this Plan work. If you cannot give a reasonable assurance of that change, you need to either fix the plan, or send it back to MPS to be fixed.



MICAH Concerns Regarding the Neighborhood Schools Plan Safety

MICAH believes that the issue of safety has not been adequately addressed in the Neighborhood Schools Plan. A Plan which envisions more than 10,000 additional children walking to and from school each day must address the safety of those children.

It seems that the primary emphasis of this portion of the Plan is to organize a very large number of volunteers. There is no indication of any study of the likelihood of recruiting so many volunteers, especially in this time of near full employment and W-2. Furthermore, the Plan makes no provision for the recruiting, screening, orientation and coordination of the volunteers. This would presumably require more staff time than the \$30,000 budget could accommodate.

In trying to address the issue of safety, the Plan relies heavily on other entities for help, such as the City of Milwaukee, and the federally-funded Community Learning Centers. We would note that, since this plan was submitted to the Joint Finance Committee, the Milwaukee Common Council voted against spending \$500,000 on the Safe and Sound program. We would also note that Community Learning Centers are only funded for three years. The first group of those in Milwaukee will reach the end of their three years before this Plan even begins.

Finally, many parts of the safety section of the plan are very vague, including talk of "traffic circles" and narrowed streets. Until there is some concrete assurance that these thousands of new children walking to school will be safe, MICAH encourages the Joint Finance Committee to fix the plan, or send it back for revision.



MPS Neighborhood Schools Plan Executive Summary

Keeping Kids In Our Neighborhoods By Creating Better Schools

Overview

- The Wisconsin Legislature passed the Neighborhood Schools Initiative (NSI) as part of the state budget in October 1999. It authorizes MPS to borrow up to \$170 million to reduce busing and create more neighborhood school options for parents and children.
- The ultimate goals of the Neighborhood Schools Plan are to improve parents' choices of neighborhood schools their children can attend and to create desirable schools in every neighborhood. Such a restructuring of MPS will ultimately make it a good option for parents to send their children to neighborhood schools rather than to rely on busing to create adequate choice.
- The Neighborhood Schools Plan details recommendations for achieving the goals of the legislation. The Milwaukee Board of School Directors unanimously approved the plan with a vote of 8-0 at a special board meeting August 24. This vote came after months of research culminating with six public hearings designed as neighborhood question-and-comment sessions the week of August 21. The plan was submitted to the Wisconsin Legislature by September 1 for review.
- With the approval of the plan by the Wisconsin Legislature this fall, MPS will be able to begin implementing it for the 2001-02 school year. If the Neighborhood Schools Plan is not approved by late fall when parents begin receiving information about registering their children for the 2001-02 school year, the plan will be delayed a year, thus delaying the planned improvements for our children's education.

Extensive Parent and Community Outreach

- Never before has MPS so proactively reached out to learn what parents want and need from their schools. Months of research – including door-to-door outreach to more than 900 homes, more than 310 outreach meetings, mail and phone surveys, focus groups, and more – was conducted, all asking the question: "What would it take for you to send your child to your neighborhood school?" Thousands of comments were received from MPS parents and Milwaukee residents.
- MPS even asked for a four-month extension early this year in order to gather more public input. The additional time doubled the amount of outreach to MPS parents and community members and allowed for more time for community involvement in the early stages.
- The results from this broad outreach to MPS parents, community groups, educators and others produced the guiding principles for the Neighborhood Schools Plan.
- Parents told MPS what they want and need, including expanded before- and after-school child care and schooling, increased safety, more K-8 school seats and continued choice of schools – and they said that now is the time for these changes. All these recommendations are part of this plan.
- The plan focuses on the 28 most overcrowded elementary school areas (Auer, Carleton, Clarke, Doerfler, Douglass, Engleburg, Garden Homes, Grant, Granville, Hampton, Hi-Mount, Kagel, King Jr., Kluge, LaFollette, Lincoln Ave., Longfellow, McNair, Mitchell, Riley, Siefert, Sherman, 65th St., 35th St., 37th St., 27th St., Westside Academy, and Wheatley), and the six most overcrowded middle school attendance areas (Andrew Douglas, Edison, Kosciuszko, Malcolm X, Steuben, and Walker).

Neighborhood Seats Being Created

- Through the Neighborhood Schools Plan, more than 11,000 new neighborhood seats and 750,000 square feet of additional educational space are being created in the Milwaukee neighborhoods where students reside. New space and school seats are created through additions, renovations, relocations of schools, new buildings, community partnerships, and the like. The Neighborhood Schools Plan recommends the following options:
 - Constructing 3 new elementary (K5) schools serving students who live in the Carleton, Engleburg, Metcalfe, and Mitchell Clusters.
 - Constructing 3 new K-8 schools serving students who live in the Auer, Carleton, and Sherman Clusters.
 - Constructing additions to 15 schools to allow those schools to expand to K-8: Auer, Burbank, Clarke, Grant, Grantosa, Greenfield, Dr. Martin Luther King Jr., Lancaster, LaFollette, Longfellow, McNair, Mitchell, Sherman, 65th St., and Thurston Woods. (McNair and Silver Spring will be a shared campus K-8 school.)
 - Constructing additions to 3 schools to allow those schools to expand capacity to serve students in grades K-5: 53rd St., Lincoln Ave., and 35th St.
 - Constructing an addition to Westside Academy I-II to permit expansion of an existing K-8 program.
 - Renovating 13 schools to enable the schools to expand to K-8: Douglass, Edison, 81st St., Greenfield, Holmes, Hopkins, Keefe, Lee, Mitchell, 95th St., Starns Discovery, Townsend, and Urban Waldorf (former 27th St. School)
 - Building 1 satellite structure in conjunction with a community partner (Community Baptist) to expand Hi-Mount from K-5 to K-8.
 - Leasing space in 7 locations to provide off-site early childhood centers for: Doerfler, Emerson, Garden Homes, Kluge, Mitchell, Townsend, and 21st St.
 - Leasing space in 3 locations to provide off-site classroom space for children in grades 6-8 at: Doerfler, Kagel, and Douglass.
 - Renovating Fernwood and Maryland Avenue to accommodate the new educational programs in these schools.
 - Renovating the MPS 60+ Senior Center for early childhood classes at Mitchell School.
 - Establishing approximately 16 community partnerships to create classroom seats.
 - Converting 32 schools to K-8 schools – these include:

35 th St. (2 campuses)	Grantosa	Longfellow
65 th Street	Greenfield	McNair/Silver Spring
81 st Street	Hi-Mount	Mitchell
95 th Street	Holmes	New site/Auer area
Auer	Hopkins	New site/Sherman area
Burbank	Kagel (2 campuses)	Sherman
Clarke St.	Keefe	Starns Discovery
Doerfler	King Jr.	Thurston Woods
Douglass	LaFollette	Townsend
Edison	Lancaster	Urban Waldorf (at 27 th St. site)
Grant	Lee	
 - Converting 5 schools to attendance area neighborhood schools:

21 st Street	Thurston Woods
38 th Street	Townsend
Greenfield	
 - Adding just over 1,100 bilingual neighborhood seats to five existing schools and to one of the proposed new facilities.

Guiding Principles of the Plan

- **Creating Community-Rich Neighborhood Schools:** Neighborhood schools provide the opportunity for a parent to be more closely involved in a child's education. MPS neighborhood schools will be community-rich schools in that they will provide, encourage and guarantee parents, students and neighborhood residents ownership, a voice, access and active participation in the full operation of the school.
- **Providing Full-Day K4 and K5 Programs:** The 28 targeted elementary attendance area schools will have full-day four- and five-year-old kindergarten programs. These kindergarten programs, which have been critical to enhancing achievement for young children, will be modeled after effective schools and programs currently operating in MPS.
- **Providing Before- and After-School Programs:** The Neighborhood Schools Plan guarantees coordinated extended-day programming for each neighborhood school in the 28 targeted elementary attendance areas. These programs will provide a safe, nurturing environment for children before and after school. This is a service strongly desired by MPS parents and one that will help encourage parents to send their children to neighborhood schools rather than rely on bus rides to occupy the children's time.
- **Increasing K-8 Programs:** In response to parent input, the Neighborhood Schools Plan increases the number of K-8 programs, which permit students to remain in the same school for as many as 10 years, providing for increased stability and less disruption. In addition, at K-8 schools older students may develop leadership skills as they serve as mentors and younger students benefit from having older role models in the building. In addition, recent MPS data demonstrates that K-8 schools offer the prospect for higher student achievement. When the Neighborhood Schools Plan is fully implemented, there will be a total of 47 K-8 program sites in MPS.
- **Increasing Accessibility to Bilingual Programs and English as a Second Language (ESL) programs:** The Neighborhood Schools Plan relocates bilingual and ESL programs to neighborhoods where program participants reside, increasing bilingual seats on the near south side and ESL seats on the near west and northwest areas of the city. Students will then be able to participate in these programs while also experiencing the benefits of attending a neighborhood school.
- **Serving Students With Special Needs:** Appropriate special education and related services for students with disabilities will be provided at neighborhood schools. In addition, students with disabilities will have the same access as all other students to extended-day services and programs.
- **Reducing Student-Teacher Ratios in Early Grades:** The Neighborhood Schools Plan provides for low student-teacher ratios in early grades in each of the 28 targeted attendance areas with a goal of a 15:1 student-teacher ratio for grades K-3. A variety of studies and research have concluded that lower student-teacher ratios can lead to higher student achievement. Such ratios allow students to receive more individualized attention and teachers are able to provide more learning opportunities for students.
- **Replicating Successful Programs for Neighborhood Schools:** The Neighborhood Schools Plan replicates or relocates successful model schools and programs to increase the number of pupils attending neighborhood schools. Replicating these successful programs provides an opportunity to increase the number of students who may participate in the program, thereby increasing the number of opportunities for student success. The Plan also recommends redefining an expanded group of specialty schools. Options have been developed in the following areas: High Performing Neighborhood Schools, Citywide Specialty Schools, Neighborhood Specialty Schools, Replication of Montessori Schools, Trade and Technical Program, and American Indian Focus Program.
- **Promoting Safety in Schools and Surrounding Neighborhoods:** Community-rich neighborhood schools will work to promote safety on school grounds and in surrounding neighborhoods. The Neighborhood Schools Plan introduces the "Helping Hands" program that invites and encourages parents and responsible adults who live near a school to become actively involved in student safety. In addition, the Plan recommends a new Special Assignment Safety Team (SAT), increased monitoring of school visitors, an expanded school safety advisory council, and more.

- **Partnering with Community Agencies:** Community-rich neighborhood schools will seek to establish additional community partnerships to ensure affordable, high-quality before- and after-school programs, provide additional school seats in overcrowded areas, and more. Already, many groups and organizations have stepped forward to offer their help. More than 30 potential partners have expressed an interest in teaming up with MPS to support efforts to decrease overcrowding and provide services to enhance the lives and opportunities of Milwaukee's children.
- **Increasing Community Awareness and Support:** The Neighborhood Schools Plan expands communications efforts so that parents, prospective parents, and the community are aware of the excellent MPS schools available within their neighborhoods that provide the curriculum and services they want and need for their children.
- **Transportation and Enrollment Policies:** The Neighborhood Schools Plan revises the MPS transportation and student assignment policies. The goals of the new policies are to offer all parents in Milwaukee a realistic opportunity to select a neighborhood school; to enhance the options to attend specialty schools; to expand parent choices within MPS by allowing a student to attend any MPS school provided there is space available and the parent provides transportation; to permit every student now in MPS the opportunity to keep a seat in his or her current school; and to simplify the registration process for parents choosing their neighborhood schools.
- **Student Mobility:** Through the Neighborhood Schools Plan, a special school and community task force has formed to study and make recommendations on policies and practices that affect student mobility. Issues that affect student mobility and that will be studied include homelessness, foster care, court-related issues, housing instability, economic conditions, and teen pregnancy. On the task force are representatives from MPS, the community, government, and social service agencies. The task force will define the scope of the problem, identify strategies to reduce student mobility, recommend district policy changes, and more.
- **Contracting, Employment and Educational Opportunities:** The Neighborhood Schools Plan details how MPS will collaborate with the Milwaukee Building Trades Council and member organizations to increase the number of minority and women apprenticeships. The Neighborhood Schools Plan also establishes aggressive goals to work with historically underutilized businesses (HUB) and Community Development Entities (CDE) for construction related to the Neighborhood Schools Plan.
- **Other Aspects of the Plan:** Other portions of the Neighborhood Schools Plan include the legislative requirements and strategies to obtain parental consent for busing students, research data, MPS student demographic data, and more.

Financial Impact

- The Neighborhood Schools Plan calls for capital expenditures of \$98.4 million, for which the district can utilize its borrowing authority under the Neighborhoods Schools Initiative. All new operating expenses resulting from the initiative will be financed with transportation savings and other changes in district operations. The district will use no borrowed funds for operational expenses.
- The Neighborhood Schools Plan uses innovative approaches to meet the needs of Milwaukee's children, without putting undue financial burden on the district. All of the proposed efforts in the Neighborhood Schools Plan were analyzed and deemed financially feasible.
- As the Neighborhood Schools Plan is implemented and neighborhood school seats are added, there may be a need to close or readapt to other uses existing schools in order to assure an optimal use of district resources. The Neighborhood Schools Plan does not propose any specific closures, but does propose objective closure criteria based in large part on costs.
- The Neighborhood School Plan proposed savings (from transportation and other policy changes) are roughly equal to all the anticipated costs of the initiative.

For More Information

- For a copy of the full report, please call the Neighborhood Schools Office, (414) 438-3566. The plan is also available on the Milwaukee Public Schools web site: www.milwaukee.k12.wi.us. The site also contains answers to frequently asked questions about the plan.



Plan de Escuelas de Vecindario del Distrito Escolar Público de Milwaukee - Resumen Ejecutivo

Manteniendo a Los Niños en Nuestros Vecindarios Creando Escuelas Mejores

Resumen

- La Legislatura de Wisconsin aprobó la Iniciativa de Escuelas de Vecindario (IEV) como parte del presupuesto estatal en octubre de 1999. Este autoriza al Distrito Escolar Público de Milwaukee a tomar prestados hasta \$170 millones para reducir la transportación estudiantil y crear más opciones en las escuelas de vecindario para padres y niños.
- Las metas finales del Plan de Escuelas de Vecindario son mejorar las opciones relacionadas con las escuelas de vecindario a las que sus hijos pueden asistir y crear escuelas deseables en todo vecindario. Dicha restructuración del distrito en última instancia hará que enviar a sus niños a las escuelas de sus vecindarios sea una buena opción para los padres en lugar de depender en transportación para crear opciones adecuadas.
- El Plan de Escuelas de Vecindario detalla recomendaciones para lograr las metas de la legislación. El plan fue hecho público el 14 de agosto y miembros de la Junta Directiva Escolar están conduciendo cuatro sesiones de preguntas y respuestas el 21 de agosto. La Junta entonces determinará cualquier cambio necesario antes de que el plan sea sometido a la Legislatura de Wisconsin en septiembre.

Envolvimiento Extenso de Padres y Comunidad

- Nunca antes el Distrito Escolar Público de Milwaukee ha tratado de averiguar lo que los padres desean y necesitan de sus escuelas. Se efectuaron meses de investigación – incluyendo visitas de casa en casa a más de 900 hogares, más de 310 reuniones, cuestionarios por correo y teléfono, grupos de enfoque y más – preguntando “¿Qué se necesita hacer para que ustedes envíen a sus hijos a sus escuelas de vecindario? Se recibieron miles de comentarios de padres y otros residentes del distrito.
- El resultado de todo esto produjo los principios que guiaron la creación del Plan de Escuelas de Vecindario.
- Los padres les dejaron saber al distrito lo que quieren y necesitan, incluyendo cuidado de niños y escuela antes y después de horas regulares de clases, aumento en la seguridad, más asientos en escuelas de K-8 y continuar teniendo la alternativa de elegir las escuelas de su preferencia – y dijeron que ahora es el momento para efectuar estos cambios. Todas estas recomendaciones son parte del plan.
- El plan enfoca en las áreas de las escuelas elementales más superpobladas (Auer, Carleton, Clarke, Doerfler, Douglass, Engleburg, Garden Homes, Grant, Granville, Hampton, Hi-Mount, Kagel, King Jr., Kluge, LaFollette, Lincoln Ave., Longfellow, McNair, Mitchell, Riley, Siefert, Sherman, 65th St., 35th St., 37th St., 27th St., Westside Academy y Wheatley), y seis de las áreas de escuelas medias más superpobladas (Andrew Douglas, Edison, Kosciuszko, Malcolm X y Walker).

Se Crearán Asientos en los Vecindarios

- Mediante el Plan de Escuelas de Vecindario, más de 11,000 nuevos asientos y 750,000 pies cuadrados de espacio educativo adicional están siendo creados en los vecindarios del distrito en los que los estudiantes viven. Nuevo espacio y asientos en las escuelas serán creados mediante adiciones, renovaciones, reubicación de escuelas, nuevos edificios, asociaciones comunales y demás. El Plan de Escuelas de Vecindario recomienda las siguientes opciones:

- Construir tres nuevas escuelas elementales (K-5) para servir a alumnos que viven en los vecindarios de Carleton, Engleburg, Metcalfe y Mitchell.
- Construir tres nuevas escuelas de K-8 para servir a estudiantes que viven en los vecindarios de Auer, Carleton y Sherman.
- Construir adiciones a 15 escuelas para permitir que expandan a K-8: Auer, Burbank, Clarke, Grant, Grantosa, Greenfield, Dr. Martin Luther King Jr., Lancaster, LaFollette, Longfellow, McNair, Mitchell, Sherman, 65th St. y Thurston Woods. (McNair y Silver Spring compartirán el recinto de escuela de K-8.)
- Construir adiciones a tres escuelas para permitir que expandan su capacidad para servir a alumnos en grados K-5: 53rd St., Lincoln Ave. y 35th St.
- Construir una adición en Westside Academy I-II para permitir la expansión de su programa existente de K-8.
- Renovar 13 escuelas para permitir que expandan a K-8: Douglass, Edison, 81st St., Greenfield, Holmes, Hopkins, Keefe, Lee, Mitchell, 95th St., Starms Discovery, Townsend y Urban Waldorf (que será ubicada en el edificio de lo que era la Escuela 27th St.)
- Construir una estructura satélite en conjunción con un asociado comunal (Community Baptist) para expandir a Hi-Mount de K-5 a K-8.
- Alquilar espacio en siete ubicaciones para proveer cuidado de niños para: Doerfler, Emerson, Garden Homes, Kluge, Mitchell, Townsend y 21st St.
- Alquilar espacio en tres ubicaciones para proveer salones de clases adicionales en grados 6-8 en: Doerfler, Kagel y Douglass.
- Renovar a Fernwood y Maryland Avenue para acomodar nuevos programas educativos.
- Renovar el Centro de Personas Mayores de 60 Años para clases infantiles en la Escuela Mitchell.
- Establecer alrededor de 16 asociaciones comunales para crear salones de clases.
- Convertir a 32 escuelas en escuelas K-8 – incluyendo:

35th St. (2 recintos)

65th Street

81st Street

95th Street

Auer

Burbank

Clarke St.

Doerfler

Douglass

Edison

Grant

Grantosa

Greenfield

Hi-Mount

Holmes

Hopkins

Kagel (2 recintos)

Keefe

King Jr.

LaFollette

Lancaster

Lee

Longfellow

McNair/Silver Spring

Mitchell

Nueva Ubicación/Área Auer

Nueva Ubicación/Área Sherman

Sherman

Starms Discovery

Thurston Woods

Townsend

Urban Waldorf (en ubicación de 27th St.)

- Convertir a cinco escuelas en escuelas de área de asistencia:

21st Street

38th Street

Greenfield

Thurston Woods

Townsend

- Añadirle más de 1,100 asientos bilingües a cinco escuelas existentes y una de las nuevas escuelas propuestas.

Principios que Dirigen el Plan

- **Crear Escuelas Enriquecidas por la Comunidad:** Las escuelas de vecindario proveen la oportunidad para que los padres se envuelvan más de cerca en la educación de sus hijos. Las escuelas de vecindario serán enriquecidas por la comunidad siendo que les proporcionarán, exhortarán y garantizarán a los padres, los estudiantes y la comunidad voz, acceso y participación activa en la operación total de la escuela.

- **Proveer Programas de Todo el Día de K4 y K5:** Las 28 escuelas elementales de área de asistencia que son el objetivo tendrán programas de kindergarten de cuatro y cinco años de todo el día. Estos programas de kindergarten, que han sido críticos en la mejora del aprovechamiento de los niños pequeños, serán modelados en los programas efectivos que actualmente operan en el distrito.
- **Proveer Programas Antes y Después de Clases:** El Plan de Escuelas de Vecindario garantiza programación de día extendido coordinado para cada escuela de vecindario en cada una de las áreas de asistencia de las 28 escuelas de vecindario que son el objetivo. Estos programas proveerán un ambiente educativo seguro para niños antes y después de clases. Este es un servicio que los padres del distrito desean bastante y que animará a los padres a enviar a sus hijos a las escuelas de vecindario en lugar de depender de transportación para ocupar el tiempo de los niños.
- **Aumentar Programas de K-8:** En respuesta a las ideas de los padres, el Plan de Escuelas de Vecindario aumentará el número de programas de K-8 que permiten que los niños permanezcan en las mismas escuelas hasta por 10 años, proporcionando de esta manera un aumento de estabilidad y menos interrupción. Además, en las escuelas K-8 los niños mayores pueden desarrollar destrezas de liderazgo mientras sirven como mentores y los niños pequeños se benefician de tener a modelos mayores en el edificio. Además, datos recientes del distrito muestran que las escuelas K-8 ofrecen la esperanza de mayor aprovechamiento estudiantil. Cuando el Plan de Escuelas de Vecindario haya sido implementado en su totalidad, habrá un total de 47 escuelas con programas K-8 en el distrito.
- **Aumentar Accesibilidad a los Programas Bilingües y de Inglés Como Segunda Lengua (ISL):** El Plan de Escuelas de Vecindario reubica programas bilingües y de ISL en los vecindarios en los que los participantes del programa viven, aumentando los asientos bilingües en el lado sur cercano de la ciudad y los asientos de ISL en el lado oeste cercano y el noroeste de la ciudad. Los estudiantes entonces podrán participar en estos programas mientras disfrutan de los beneficios de asistir a escuelas de vecindario.
- **Servicios a Estudiantes con Necesidades Especiales:** Se proporcionará educación especial y servicios relacionados para estudiantes con incapacidades en las escuelas de vecindario. Además, los estudiantes con impedimentos tendrán el mismo acceso que todos los demás estudiantes a servicios y programas de día extendido.
- **Reducción de Alumnos por Maestro en los Grados Bajos:** El Plan de Escuelas de Vecindario hace provisión para un bajo número de alumnos por maestro en los grados bajos en las 28 áreas de asistencia que son el objetivo con una meta de 15 alumnos por maestro en grados K-3. Una variedad de estudios e investigaciones han concluido que un número menor de alumnos por maestro puede conducir a mayor aprovechamiento estudiantil. Dicha proporción permite que los alumnos reciban más atención individualizada y que los maestros puedan proveer más oportunidades de aprendizaje para los alumnos.
- **Duplicación de Programas Exitosos en las Escuelas de Vecindario:** El Plan de Escuelas de Vecindario duplica o reubica escuelas y programas que son exitosos para aumentar el número de alumnos que asisten a escuelas de vecindario. La duplicación de estos programas provee la oportunidad para aumentar el número de estudiantes que pueden participar en el programa, de este modo aumentando el número de oportunidades para que los estudiantes triunfen. El plan también recomienda la redefinición de un grupo de escuelas especializadas. Se han desarrollado opciones en las siguientes áreas: Escuelas de Vecindario de Alto Aprovechamiento, Escuelas Especializadas a Nivel Ciudad, Escuelas Especializadas de Vecindario, Duplicación de Escuelas Montessori, Programa de Oficios y Técnico, y Programa con Enfoque en Indios Americanos.
- **Promoviendo Seguridad en las Escuelas y Sus Vecindarios:** Las escuelas enriquecidas por el vecindario trabajarán para promover seguridad en las escuelas y en sus vecindarios. El Plan de Escuelas de Vecindario introduce el programa que en inglés es conocido como "Helping Hands" que invita y anima a los padres y otros adultos responsables que viven cerca de las escuelas a que se envuelvan activamente en la seguridad

estudiantil. Además, el plan recomienda un Equipo de Seguridad en Asignación Especial, aumento en la revisión de visitas, expansión del cosejo de seguridad, y más.

- **Asociación con Agencias Comunes:** Las escuelas enriquecidas por el vecindario tratarán de establecer más asociaciones comunes para asegurar programas antes y después de clases de alta calidad que estén al alcance de los recursos financieros, proveer más asientos en áreas superpobladas, y más. Ya muchos grupos y organizaciones han ofrecido su ayuda. Más de 30 posibles asociados han expresado interés en unirse al distrito para apoyar los esfuerzos en la disminución de escuelas superpobladas y proveer servicios para enriquecer las vidas y las oportunidades de los niños de Milwaukee.
- **Aumento de Conocimiento y Apoyo Comunal:** El Plan de Escuelas de Vecindario expande los esfuerzos de comunicación de modo que los padres, futuros padres y la comunidad estén concientes de las excelentes escuelas del distrito que están disponibles en sus vecindarios, y proveen el currículo y los servicios que ellos quieren y necesitan para sus hijos.
- **Reglamentos Sobre Transportación y Matrícula:** El Plan de Escuelas de Vecindario revisa los reglamentos de transportación y Asignación de Estudiantes. La meta de los nuevos reglamentos son ofrecerles a los padres en Milwaukee una oportunidad realista para seleccionar una escuela de vecindario; aumentar las opciones para asistir a escuelas especializadas; aumentar las opciones de los padres dentro del distrito permitiendo que los estudiantes asistan a cualquiera escuela del distrito si la misma tiene espacio disponible y los padres proveen la transportación; permitirle a todo estudiante actualmente en el distrito la oportunidad de mantener su asiento en su escuela actual; y simplificar el proceso de matrícula para padres que escojan sus escuelas de vecindario.
- **Movilidad Estudiantil:** Mediante el Plan de Escuelas de Vecindario, se ha formado un comité especial de escuela y comunidad para estudiar y hacer recomendaciones sobre reglamentos y prácticas que afectan la movilidad estudiantil. Los asuntos que afectan la movilidad estudiantil y que serán estudiados incluyen falta de albergue, hogares de crianza, asuntos relacionados con las cortes, falta de estabilidad en vivienda, condiciones económicas y embarazo de jovencitas. En el comité hay representantes del distrito, la comunidad, el gobierno y agencias de trabajo social. El comité definirá el alcance del programa, identificará estrategias para reducir la movilidad estudiantil, recomendará cambios en los reglamentos del distrito, y más.
- **Contrato, Empleo y Oportunidades Educativas:** El Plan de Escuelas de Vecindario detalla la manera en que el distrito colaborará con Milwaukee Building Trades Council y organizaciones asociadas para aumentar el número de programas de aprendizaje para minorías y mujeres. El Plan de Escuelas de Vecindario también establece metas agresivas para trabajar con negocios que tradicionalmente no han sido utilizados a capacidad y con agencias de desarrollo comunal para la construcción relacionada con el Plan de Escuelas de Vecindario.
- **Otros Aspectos del Plan:** Otras porciones del Plan de Escuelas de Vecindario incluyen los requisitos y las estrategias legislativas para obtener consentimiento de los padres para la transportación de estudiantes, datos de investigación, datos demográficos de los estudiantes del distrito, y más.

Impacto Financiero

- El Plan de Escuelas de Vecindario requiere gastos capitales de \$98.4 millones, para los que el distrito puede usar su autoridad para hacer préstamos bajo la Iniciativa de Escuelas de Vecindario. Todos los nuevos gastos de operación que resulten de la iniciativa serán financiados con los ahorros de transportación y otros cambios en las operaciones del distrito. El distrito no usará fondos prestados para gastos de operación.
- El Plan de Escuelas de Vecindario usa métodos innovadores para sufragar las necesidades de los niños de Milwaukee, sin poner obligación económica innecesaria en el distrito. Todos los esfuerzos propuestos en el Plan de Escuelas de Vecindario fueron analizados y se determinó que eran posibles financieramente.

- A medida que el Plan de Escuelas de Vecindario es implementado y se añaden asientos en las escuelas, pudiera haber la necesidad de cerrar o adaptar para otros usos escuelas existentes para asegurar el uso óptimo de los recursos del distrito. El Plan de Escuelas de Vecindario no propone ningún cierre específico, pero si propone criterio objetivo para cierres basados mayormente en costos.
- Los ahorros (de transportación y otros cambios en reglamentos) propuestos por el Plan de Escuelas de Vecindario son casi iguales a los costos que son anticipados por la iniciativa.

Para Más Información

- Para una copia del informe completo, llame a la Oficina de Escuelas de Vecindario, 438-3566. El plan también está disponible en la ubicación del distrito en el Internet: www.milwaukee.k12.wi.us. La ubicación también contiene respuestas a preguntas que son frecuentemente hechas sobre el plan.